THE IMPACT OF SCHOOL MANAGEMENT ON INCLUSIVE EDUCATION PROVISION IN FULL-SERVICE SCHOOLS IN NORTH WEST PROVINCE

by

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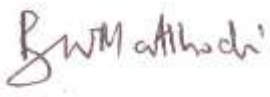
DECLARATION

Student no: 3009 5662

I hereby declare that the dissertation titled **THE IMPACT OF SCHOOL MANAGEMENT ON INCLUSIVE EDUCATION PROVISION IN FULL SERVICE SCHOOLS IN NORTH WEST PROVINCE** is my own work, and that all the sources I have used and quoted are acknowledged in full by means of complete references.



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ABSTRACT

The role of school management on the qualitative provision of inclusive education in designated full-service schools in North West Province is vital for optimum accommodation of learner diversity in ordinary mainstream primary schools. The school management of designated primary schools are assigned with the task of ensuring that inclusive education policy and practices are adopted and implemented by all stakeholders as prescribed by policy in their respective schools. This dissertation sought to investigate at a micro perspective the impact of school managers as individual employees and their response to the new inclusive education system in their schools. The study also identifies factors that facilitate or hinder their role. A qualitative approach and the case study design were applied in this study. Five schools were purposefully selected and total of 40 participants were involved. The participants include five principals, five deputy principals, ten heads of departments (HoDs) and 20 members of the SBST. Data were collected by conducting individual interviews for principals and deputy principals and focus group interviews for HoDs and members of SBST. The findings reveal that the school managers, SBST and stakeholders like parents do not yet understand the reasons behind expansion of inclusive education in their schools. The study reveals that the school management are still finding it difficult to fulfil their role and responsibility. This is owing to numerous challenges emanating from inadequate support from district based support teams or departmental officials, pedagogical barriers, systemic barriers, insufficient staffing, lack of human resource development through trainings, infrastructure challenges, resistance to policy such as SIAS and lack of knowledge of assistive devices. Subsequent to that, literature review reveals that studies on implementing inclusive education in schools focus largely on the plight and role of teachers and that little attention was paid to the role of school management on the provision of inclusive education. To enhance the impact of school management on provision of inclusive education and to address prohibiting factors noted form the findings, the study recommends to the department an intensive and structured capacity building programmes for departmental officials, school management, curriculum specialists, senior managers with specific reference to inclusive teaching strategies, admission within protocol of SIAS policy, and curriculum differentiation using assistive devices. A proposed model to improve the impact of school management on the provision of inclusive education with specific reference to administer admission within SIAS protocol is presented.

Key Words: Impact, full-service school, school management, provision of inclusive education, quality support, equity, implementation, barriers, social justice.

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This dissertation work is dedicated to:

My wonderful wife Kgomotso Matlhodi and our sons, Thuto, Bokamoso and Botlhale who were always understanding and encouraging me not to despair during tough moments.

ACRONYMS AND ABBREVIATIONS

DBE– Department of Basic Education

DoE – Department of Education

DBST – District Based Support Team

HoDs – Head of Departments

SBST – School Based Support Team

SIAS – Screening Identification Assessment and Support

Referencing abbreviations from articles or journal papers accessed online.

n.d. – no date

n.p. – no page

et al. – meaning and others

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CHAPTER 1:

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

Prior to 1994, the apartheid education system in South Africa promoted a dual system of education offered by ordinary mainstream schools and special schools. Under this system, there were wide disparities in all aspects of education provisioning in the country schools, and those serving children of minority groups enjoyed quality support and best educational services that far surpassed those of the black majority children (Molale, 2007:130; Naicker, 2000:1). The management of schools under the apartheid education system enacted through the Bantu Education Act of 1953 (RSA, 1953) was characterised by a top-down, hierarchical approach and did not recognise the importance of stakeholder participation (Atkinson, Wyatt & Senkhane, 1993:4; Calitz & Shube, 1992:37; van der Westhuizen, 2011:1).

The new inclusive education system was introduced in 2001 (Department of Education (DoE), 2001) in ordinary, mainstream schools in South Africa, and like other education reform policies, it resulted in dramatic changes with regard to the role of school managers and school management structures. This is because the majority of school managers were trained during the apartheid education system, which embedded in them, an authoritarian and autocratic style of running of schools.

As part of transformation, inclusive education requires schools to be run democratically, whereby the management and leadership function for different school activities is a shared responsibility among school managers, teachers and other relevant stakeholders within the school community (Bush, 2007:394). In the context of this study, upholding democratic leadership style requires customising the operations of full-service schools from autocracy to democracy, hierarchical to consensus and replacing bureaucracy with collaboration (Wilkinson, Gollan, Marchington & Lewin, 2010:13).

The DoE (1996:12) in its policy document confirmed that the apartheid education system and its oppressive laws had profound effect on the role of school managers, particularly on the provision of inclusive education. For instance, there was a lack of capacity building mechanisms for school managers over a long period. As a result, the school managers could not play meaningful management and leadership role in school development and provision of inclusive education in their full-service schools. In this regard, Molale (2007:3) attributes poor

interpretation and implementation of education reform policies, including inclusive education to inadequate training of school managers and management structures. In such a scenario, it is inevitable that school managers and teachers working in full-service schools could misrepresent the policy and practice of inclusive education.

Inclusive education has received more attention worldwide including in South Africa (DoE, 2001:6, RSA, 1996, SASA Section 12(4) and (5). Although numerous studies have been conducted nationally, most of them focus on inclusive education phenomenon itself and the frustrations of teachers in general and learners with disabilities excluded from ordinary mainstream schools (Engelbrecht et al., 2009:2; Nel et al, 2012:6; Sluiter, Groen, de Jonge & Tucha, 2019:1,13) and internationally (McManis, 2017:1; Razer & Friedman, 2013:362; Thakur, 2014:10). None of these studies focuses specifically on the role of school managers in the provision of inclusive education in full-service schools. Therefore, this study seeks to close this gap by investigating impact of school management in facilitating inclusive education in full-service schools.

1.2 RATIONALE FOR THE STUDY

I am currently working as a Senior Education Specialist in the section of inclusive education in the Dr Ruth S. Mompati District, North West Province. One of my key responsibilities is to oversee the expansion of inclusive education in ordinary mainstream primary schools designated as full-service schools. However, during my regular monitoring and support visits to schools, I have noticed that some school managers and members of the SBSTSBST structure find it difficult to implement inclusive education in full-service/Inclusive schools as outlined by White Paper 6 policy on Inclusive Education (DoE, 2001:30). In the light of the above, this study sought to investigate the roles, perceptions, support needs, and challenges faced by school managers of designated full-service schools.

It is envisaged that the findings of the study will equip officials of the Department of Basic Education (DBE), school managers and other stakeholders with appropriate strategies that could help them to fulfil their roles efficiently and adequately. Finally, it is assumed that the findings would shed light on how school managers and teachers working in full-service/inclusive schools can improve their role in supporting inclusion of learners with different kinds of learning barriers in public ordinary mainstream schools.

1.3 STATEMENT OF THE PROBLEM

As indicated earlier, the majority of school management members in designated full-service are still steeped in the old practices and they do not fully understand their new roles. Under this situation, they cannot effectively and efficiently provide inclusive education in public ordinary schools. This is a cause for concern because school management is considered the main driving force behind the facilitation and achievement of change in the school in the case of this study expansion of inclusive education (Matthews, Moorman & Nusche, 2007:4; van der Westhuizen, 2011: 652).

Several studies have ascribed resistance to education change and poor implementation of inclusive education to numerous factors (Mariga, McConkey & Myezwa, 2014: 20; Mate, 2006:67; Michelo, 2007:31). These include misunderstanding of what learner diversities entail, misperceptions about the concept of full-service schools and failure by the Department of Basic Education to provide school management members with intensive training programme prior to the rollout of the plan (Mathibe, 2007:524; Molale, 2007:3). Rather, the DBE provides brief in-service training of one or two days for school managers on strategic issues pertaining to inclusive education and the establishment of full-service schools, and therefore, the understanding of school management members about inclusive education remains vague.

In the scenario painted above, the school managers tend to implement inclusive education policy by assumptions or what they deem to be appropriate. This problem compromises all the efforts executed by the DBE at macro and micro level (districts and schools) aimed at enhancing the qualitative provision of inclusive education. When the above structural, systemic barriers and the human resource development factors are not addressed adequately, the situation negatively affects the performance of school managers in full-service schools. As a result, the situation of poor implementation of inclusive education and dysfunctional full-service schools persists and derails the achievement of policy objectives.

In this context, it is pivotal to investigate issues, which compromise the impact of school managers on the implementation of inclusive education in the district and come up with possible solutions that can improve their roles and influence. Mouton (2001:53) contends that a problem statement can also be presented more concisely in a question form. In alignment with Mouton's notion, the main research question and sub-questions are posed below.

1.4 THE MAIN RESEARCH QUESTION

What is the impact of school management on the provision of inclusive education in full-service schools in the Dr RS Mompati district, North West Province?

1.4.1 Sub-questions

In order to address all the aspects embedded in the main research question sufficiently, the sub-questions are asked as follows:

- What are the perceptions of school management on inclusive education?
- What is the role of school managers in the implementation of inclusive education at full-service schools?
- How can the school management be capacitated and supported in the implementation of inclusive education?
- What are the strategies for effective implementation of inclusive education?
- Why do some school managers find it challenging to implement inclusive education in full-service schools?

1.5 AIM AND OBJECTIVES OF THE RESEARCH

The aim of this study was to investigate the impact of school management and related variables such as perceptions or knowledge of inclusive education, support and training needs for the provision of inclusive education, and identify the challenges that hinder the successful implementation of inclusion in full-service schools. Based on the findings of the empirical research, the study will propose strategies that can improve and strengthen the support function of the school management and education officials. The objectives of this study were framed as follows:

- To examine the perceptions of school managers on inclusive education.
- To investigate the role of school managers in the provision of inclusive education in full-services schools.
- To evaluate the support and training needs of school management.
- To identify the strategies that can be used for the successful implementation of inclusive education.

- To determine the challenges experienced by school managers in organising inclusive education in full-service schools.

1.6 PRELIMINARY LITERATURE REVIEW

This section presents the background to education crisis that led to the emergence of inclusive education and the establishment of full-service schools in South Africa. As indicated earlier, the introduction of inclusive education and the concept of full-service schools expect school managers to ascribe the values of democracy and democratic education.

In the light of the above, this section seeks to review the impact of school management on inclusive education provision and the challenges hindering its successful implementation. To put concepts into perspective, the literature review will also discuss the models of inclusive education. The review will reflect how other researchers have probed the management of inclusive education in ordinary mainstream schools, and highlight the indicators of viable management of inclusive education and full-service /inclusive schools.

1.6.1 Background of Education in South Africa

Prior to 1994, South Africa had an apartheid education system with different departments of education for whites, coloureds, Indians and black children and also it consists of mainstream education and special education components (Lomofsky & Lazarus, 2001:303). Under the apartheid education system, learners of the black majority, and those with disabilities and barriers to learning were denied access to quality education and support services. Post-1994, South Africa adopted a constitutional democracy and embarked on transformational agenda, which include education. The education reform policies supported by the Constitution of the Republic (RSA, 1996) include the establishment of a single inclusive education system that offers equal educational opportunities for all learners/children in South Africa. The education goal of transformation agenda is propelled by the vision to build an inclusive society that acknowledges human diversity and upholds the values of human rights and freedom, human dignity, equity, non-racism and non-sexism (Collins, 2006:87; Schoeman, 2002:2).

Since 1995, drastic changes and policies have been instituted as stepping stones to democratize the South African education system. Among others, these entailed a single education system under the auspices of White Paper 1 on Education and Training – Notice 196 of 1995, and the outcomes-based curriculum introduced in 1998. The outcomes-based education known as OBE was designed to respond to the diverse educational needs of all learners in the system.

Furthermore, the Ministry of Education established the National Commission on Special Needs Education and Training, and the National Committee on Education Support Services to investigate the status of education and support services in the country's special schools (DoE, 1996). The reports of these commissions revealed that the situation in special schools for black children was marked by poor standard of education and support services, underdevelopment and shabby conditions. Furthermore, the Commission's report concurred with what is proclaimed by White Paper 1 of 1995 (DoE, 1995:28) that education support and services for learners with "special education needs", particularly for black learners, had not been up to the anticipated standard in the former apartheid education system.

White Paper 1 recommended a speedy intervention by the DoE to address the situation highlighted above (DoE, 1996:11). The findings of the Commission's report were confirmed by Engelbrecht (2006:255) who emphasised that barriers to learning and development were largely of a systemic nature rather than of an individual learner with disability or learning barriers. The Ministry of Education responded to the findings and recommendations in the Commission's reports through the release of Education White Paper 6 on Special Needs Education titled, "Building an Inclusive Education and Training System" on 28 July 2001 (DoE, 2001:3).

Inclusive education is defined differently in different countries. For the purpose of this study, I opt to define it from the South African perspective. According to Education White Paper 6 (DoE, 2001:3), "inclusion is about recognizing and respecting the difference among all learners and building on similarities, supporting all learners, educators and the system as a whole, so that the full range of learning needs can be met". In the light of this, it is evident that inclusive education system is also part of the transformation agenda. This agenda is aligned to the widespread socioeconomic and political changes in South Africa, and it is a means of establishing a caring, humane and supportive society (Swart, Engelbrecht, Eloff, Pettipher & Oswald, 2004:80). The new inclusive education is propagated through Education White Paper 6, and to achieve its goals, the Department of Basic Education has a 20-year long-term implementation plan (Landsberg, 2005:61). The short-term strategy involved conducting an audit of special schools to find out the limitations that existed and the improvements that needed to be made (DoE, 2001:10).

According to White Paper 6 (DoE, 2001:10), special schools should not be closed by the development of full-service schools, but they should be assigned the responsibility to become

resource centres that provide professional support to full-service schools. Another area of development proposed by White Paper 6 was the expansion of inclusive education whereby 30 ordinary primary schools in the country would annually be converted into full-service/inclusive schools.

These schools were meant to serve as sites for field-testing inclusive education policy implementation. In line with that, White Paper 6 prescribed that full-service schools should have full capacity to support and respond to learner diversity. They are supposed to be prepared for inclusion by providing resources like assistive devices, accessible infrastructure and specialist staff such as learner support educators and therapists (DoE, 2009:10).

1.6.1.1 Democratic education

According to Biesta (2007:12), democratic education is as an educational model in which democracy is both an aspiration and a means to create a learning environment where curriculum is responsive to individual needs and enhances independent thinking, and participation through inclusive assessment and teaching methodologies. Farrell and Shalizi (2012:2) support this view in their study, and emphasise that under a democratic political system, school managers practise democratic processes like consultations and collective problem-solving strategies that involve all stakeholders in learning institutions.

The above statements highlight the prime benefits associated with a democratic-orientated learning environment, which the school managers and management structures of full-service should embrace. Such an environment unites people with diverse backgrounds and perspectives, and lays a solid foundation for collaborative teamwork. A collaborative team effort is fundamental to the effective implementation of inclusive education, and it strengthens school managers' role in managing inclusive education in full-service schools (DBE, 2010:17). For qualitative management and leadership, school managers should ensure that the application of democratic processes is a norm in full-service schools (English, 2002 cited in van Rooyen, 2012:52).

Inclusive education is a system that requires school managers to transform the learning environment in order to accommodate diversity and inherent human differences (Swart *et al.*, 2004:80). The Constitution of the Republic of South Africa advocates human rights and equality values and underscores the fundamental right to basic education for all South African children (RSA, 1996, Section 29[1]). In an attempt to ensure that all children's rights to access

good, quality education and support services are secured, Education White Papers 6 streamlined the constitutional values listed below as inclusive education principles (DoE, 2001:5):

- Human rights and social justice for all learners;
- Participation and social integration;
- Equal access to a single, inclusive education system;
- Access to the curriculum;
- Equity and redress;
- Community responsiveness; and
- Cost effectiveness.

As stated in Education White Paper 6, these principles provide a framework for the democratization of schools and also as guidelines for improving efficiency with regard to the provisioning of inclusive education in full-service schools (Robinson, 2010:431). The principles characterise inclusive education as a human rights-based education system that seeks to advance social cohesion and justice, which are crucial for national reconciliation and freedom for all South African citizens (Stubbs, 2002:70).

1.6.1.2 International status of inclusive education

Internationally, the issue of unequal educational opportunities has long been a major challenge. For instance, in developed countries like the United States of America, black minority learners continue to experience similar conditions of poor quality support and education as compared to their white counterparts (Ryan, 2010: 384). The ideology and philosophy of inclusive education has gained prominence around the world because of activism and sensitization campaigns such as the Salamanca Statement in 1994 (UNESCO, 1994), the Universal Declaration of Human Rights in 1948, and the World Declaration on Education for All in 1990.

As a result, it is mandatory to provide inclusive education in many countries, especially those that ratified the international human rights agreements. These agreements endorse the adoption and implementation of inclusive education in mainstream schools by all member states (DoE, 1995a:46; UNESCO, 2000:2). Political change has led to dramatic changes in the role of school

managers in all types of schools. The school managers are expected to carry out the new political mandate of democratizing their schools and managing learner diversities in a creative and responsible manner at all costs (Steyn & van Niekerk, 2007:125). Swart et al (2002:177) express the same sentiments that education changes cannot be realised by way of legislation and policy alone, but they need to be meticulously managed and understood.

The above views enjoy the support of other authors and scholars who contend that the success of education reforms, in this case inclusive education in full-service schools, needs school managers who are capable of protecting the rights of all children and filtering democratic values and principles successfully (Bush, 2007:391; Naicker, 2001:1; Naidu, Joubert, Mestry, Mosoge & Ngcobo, 2011:2). The next section briefly reviews the role of school managers. Many people use the term leadership and management synonymously, but there are some slight differences as explained in the subsection below.

1.6.2 School Leadership and Management

1.6.2.1 Leadership

Leadership is defined as a process of influence leading other stakeholders to the achievement of desired purpose (Bush, 2011:5; Bush & Glover, 2003:8; Schermerhorn, Osborn, Uhl-bien & Hunt, 2012:292). As Swart *et al*. (2004:81) contend, the majority of school managers narrowly view inclusive education as concerned only with placing children with disabilities in mainstream schools. However, as several studies (Bush, 2005:2; Naidu et al., 2011:2) and the document on the guidelines for full-service/inclusive schools (Department of Basic Education, 2010:13) have indicated, the role of a school manager, as a leader, is to inspire teachers, learners and parents to accept changes and should help to implement them within the institution.

According to Swart *et al*. (2004:80), inclusive education is about accommodating learner diversity and restructuring learning environment from autocratic leadership to democratic leadership, and adopting management practices marked by a collaborative problem-solving approach. A collaborative problem-solving approach refers to school management that involves all stakeholders in the decision-making processes, and takes learners' parents as integral partners in school improvement programmes (DBE, 2010:13; DoE, 1996:30).

1.6.2.2 Management

According to Koontz and Weihrich (2004: n.p.), management is "the process of designing and maintaining the environment in which individuals working together in groups, efficiently accomplish selected aims." Bush (2007:391) reaffirms that the quality of education and support services offered by school management makes a significant impact towards high performance of the school in general, and motivates learners to achieve outstanding results. Steyn and van Niekerk (2007:5) argue that good managers make good schools. For them, one of the prime indicators of successful school is when the key function of effective teaching and learning is performed well. This means that school managers are responsible for designing management systems that enable their schools to translate the school vision and mission into achievable actions and outcomes (Naidu *et al*., 2011:52). Finally, Mathibe (2007:533) emphasises that proper functioning of any type of school requires effective leadership and management. Some of the key indicators of the practice of inclusive education in schools are managing learner diversity, classroom and environmental adaptations to enhance access, establishing procedures and systems for the efficient functioning of full-service schools (DoE, 2010:13).

Since the school managers seem to be struggling to deal with educational reforms, this study intended to formulate some strategies that could assist them to manage inclusive education effectively in full-service schools. However, the implementation remains a challenge because of some problems that derail it as discussed in the next section.

1.6.3 Some Challenges hindering the Implementation of Inclusive Education

1.6.3.1 Backlogs in teacher development for inclusive education

Ntombela (2011:6) contends that since inclusive education is concerned with the inclusion of learners with barriers to learning, it is important for teachers to engage in teacher professional development in order to continually update their knowledge and skills. Burstein et al. (2004 cited in Ntombela, 2011:6) recommend a systematic and intensive training programme for teachers incorporating both theory and practice. In the process of introducing the concept of inclusive education and full-service schools, many school managers have been left without in-depth understanding of what their roles entail in inclusive education and the establishment of full-service schools.

Molale (2007:3) confirms the concern above that the implementation of policies including inclusive education was done without proper management and support plans in place for the

school managers, except the briefing sessions or meetings. This situation seems to have caused a stressful working environment for the school managers, and as a result, the policy objectives cannot be achieved under such circumstances.

1.6.3.2 Inflexible curriculum management

Naidu et al. (2011:5) emphasise that one of the imperatives of school management and leadership is to manage the goal of effective teaching and learning. Surprisingly, the evaluation of school management in Gauteng led by Bush (2004) cited in Naidu et al (2011:5) revealed that most school principals did not consider the delivery of teaching and learning as their core responsibility. The evaluation report reflects one of the misunderstandings that should be addressed with school managers of inclusive schools, since curriculum is central to equity and redress and provision of equal education opportunities to learners with learning barriers and those without learning barriers in a school.

Failing to close developmental gaps with regard to school managers and teachers adequately, the national DoE's vision to strive towards providing "Quality Education for All" as the cornerstone of inclusive education will continue to be difficult to achieve in many full-service schools (DoE, 1997: i).

1.7 RESEARCH DESIGN AND METHODOLOGY

This section briefly outlines the research design, research approach and methodology used in the study. A detailed discussion on this will be provided in Chapter 3.

1.7.1 Research Design and Approach

Gall (2000:99) defines research design as all the procedures selected by a researcher in order to study a particular set of questions or hypotheses related to the phenomenon under study.

1.7.2 Research Approach

Inclusive education is perceived to be a solution to a social and human-related problem of educational exclusion for learners with learning barriers and disability in ordinary mainstream schools. According to Feilzer (2010:6), qualitative research is always suitable for pursuing social science studies because of its capability to find knowledge and experiences from multiple contexts and realities directly from the participants in their field of work in a short space of time.

In this way, it strengthens the trustworthiness of the collected data as opposed to quantitative research that utilises statistics to make inferences about a particular topic (Feilzer, 2010:6). Against this backdrop, qualitative research approach was found to be appropriate to carry out this study. Creswell (1994:15) defines a qualitative study as an "enquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of participants and conducted in a natural setting".

1.7.3 Research Methodology

According to Walliman (2001 as cited in Clarke, 2005: 34), research methodology specifies how an area of research activity will be communicated (structure and deliverables). These methods have been developed for acquiring knowledge by reliable and valid procedures (Macmillan & Schumacher, 2006:9).

1.7.3.1 Population sampling

According to Chiromo (2006:17), sampling is a method of choosing a small number of individuals in an organisation to participate in the study representing the entire population of the institution. The explanation is also supported by McMillan and Schumacher (2006:119) who assert that sampling is about selecting a group of participants or subjects from the large group of persons, recognised as a population to participate in the study. They further argue that the type of research determines the type of a sample method used for a particular study and the processes to be employed. The sample processes are described by one or more adjectives such as convenience sampling, purposive sampling, and random sampling or stratified sampling.

The sample population for this study comprised 40 participants who were purposefully drawn from five participating schools. The participants comprised five principals, five deputy principals, heads of departments (HoDs) and members of school-based support team (SBST). The number of HoDs and members of the SBST depended on the post establishment of the school and the actual numbers will be stated in Chapter 3.

According to McMillan and Schumacher (2006:126), purposive sampling is a deliberate intervention or action by the researcher to choose subjects and research sites, using personal experience and observation to decide the subjects that can be informative of the topic being investigated. Therefore, based on the above view, purposive sampling strategy was used for this study because it is has the potential to assist the researcher to adhere to the objective of

qualitative research study, being to engage with individuals or groups who are "information rich" on the phenomenon being investigated (Devers & Frankel, 2000:264).

1.7.3.2 Instrumentation and data collection techniques

Since this study adopted a qualitative research approach, the semi-structured interview guide with questions was utilised to draw information from participants. Two kinds of interviews were conducted, that is, individual interviews and focus group discussion. The individual interviews schedule was for principals and deputy principals, and the focus group discussion was for the HoDs and SBSTs.

The empirical investigation was done at five schools, with the assumption that the research sites would enable the researcher to get extensive knowledge on the topic. The field notes and audio recording tools were used to record data during the empirical research and the recorded data was checked for completeness. Thereafter, the data were organised and summarised for the ultimate purpose of analysis and interpretation.

1.7.3.3 Data analysis and interpretation

The data analysis processes entailed the transcription of data, using the read through data technique and noting recurring main ideas into themes. The said processes enabled the researcher to organise them into themes and sub-themes and to have an in-depth understanding of the participants' inputs with regard to their responses to the interview questions. Therefore, understanding the meaning of participants' views maximises the researcher's chances of obtaining accurate interpretation of the data shared by participants, as well as ensuring that the main research question and sub-questions were addressed.

1.8 ETHICAL CONSIDERATIONS

Prior to the commencement of empirical research, the researcher applied for ethical clearance from the Research Ethics Committee (REC) of College of Education at the University of South Africa and it was approved (see Appendix C). Subsequently, permission was requested from the North West Department of Education to conduct research at selected schools (see Appendix B). After securing permission, the researcher wrote a letter to the principals of selected schools requesting permission to conduct research (see Appendix C). The contents of the letter cover the significance of the study, the benefits to the participants and schools, and the procedures of how the study was conducted.

Before the interview commenced, the principles of informed consent and confidentiality were discussed thoroughly with the participants. They signed the letter of consent (see Appendix L) as a confirmation that they understood the conditions of the study and that their participation was voluntary and in good faith (Maree, 2012:306; Creswell, 2013:174; Leedy & Ormrod, 2001:107).

1.9 TRUSTWORTHINESS

According Williams and Morrow (2009:252), qualitative researchers do not use instruments with established metrics and statistical values to interpret and understand the data provided by participants, validity and reliability as they are not suitable for this kind of research. Instead, the concept trustworthiness is found to have the characteristics which enhance the credibility of the qualitative study. The credibility of the research study is established through four criteria, namely credibility, transferability, confirmability and dependability (Anney, 2014:272; Shenton, 2004:64). For instance, triangulation method that is versatile and uses multiple approaches (e.g. documents, interviews, member checking etc.) is often used to enhance the credibility of the qualitative research study findings (Shenton, 2004:66). The four criteria which provide a framework to discuss trustworthiness will be discussed in detail in Chapter 3.

1.10 PLAN OF THE STUDY

Chapter 1 presents introduction and background to the study, preliminary literature review, and statement of the problem, research methodologies, data analysis process, and ethical considerations.

Chapter 2 reviews related literature on the history of inclusive education nationally and internationally, the roles of school management, factors that support its implementation, a theoretical framework that underpins inclusive education and establishment of full-service/inclusive schools, which have contributed to the development of inclusive education.

Chapter 3 explains research methods, research designs and data collection processes.

Chapter 4 analyses and interprets data and presents research findings.

In Chapter 5, study conclusions are drawn, recommendations proposed and a summary of the given.

1.11 CHAPTER SUMMARY

This chapter provided a synopsis of the study, introduction and background to the study. The problem statement that probed the role of school management on the provisioning of inclusive education was presented. The main research question and sub-questions intended to guide and maintain the focus of the study were discussed. The significance of the study, which explains why this research is important and how the research will benefit the school managers and management structures, the North West Education Department and the Dr Ruth Mompati District were discussed. Furthermore, preliminary literature review that discussed the background of inclusive education in South Africa and internationally, the emergence of inclusive education, the role of school managers and support structures and the challenges hindering the school management to provide inclusive education successfully was discussed. The research design, methodology, data analysis and ethical considerations were explained.

CHAPTER 2:

INCLUSIVE EDUCATION AND SCHOOL MANAGEMENT

2.1 INTRODUCTION

Chapter 1 briefly discussed the history of the South African education system and the sensitisation campaigns by different movements. The campaigns resulted in the ratification of inclusive education nationally and internationally. The problem statement, motivation for the study, aims and objectives, main research question and sub-questions, preliminary literature review, and research methods were discussed. This chapter presents literature review based on the primary and secondary research questions (Section 1.4.). The literature review is aligned to the research questions.

The literature review firstly highlights current developments of inclusive education in South Africa and the international scenarios, and the theoretical framework underpinning the social phenomenon of inclusive education. The review of theoretical framework is essential to identify how knowledge of learning theories shapes the school management perception of inclusive education in full-service schools. A theoretical review includes a discussion of the models of inclusive education. In the final part, the literature review probes the role of school management and leadership on inclusive education, factors that support successful management of inclusive education and the challenges that inhibit the effective implementation of inclusive education in South African schools.

2.2 INCLUSIVE EDUCATION IN SOUTH AFRICA

According to Peter (2004:5), in the past, discrimination was levelled against anyone who was perceived as "different or disabled" from attending ordinary mainstream education. In the 1960s, social transformation escalated owing to pressure from citizens who wanted governments to introduce political and socioeconomic changes, which would address issues of human rights, equality, quality education for all, democracy, and social justice (Dyson, 2001:11; Engelbrecht, 1999: 7; Engelbrecht & Green, 2009:2).

After 1994, South Africa adopted a political system of a constitutional democracy, and this, together with other educational reforms, affected the operation of both mainstream and special schools' education. This warranted that the day-to-day operations of public schools be revised and planned in a manner that underpins democratic values and principles as outlined in the

country's Constitution (Engelbrecht, 1999:3). Upholding democratic values in public schools was to be manifested in each classroom by application of inclusive teaching and assessment strategies and curriculum differentiation to enhance access to curriculum by all learners, particularly those with disabilities or learning barriers (Lewis & Doorlag, 2006:5).

The above discussion confirms that education and democracy in South Africa complement each other. Under constitutional democracy, democratic values and principles have a direct bearing on how schools should be organised and run. Understandably, that means the operation and running of full-service schools should demonstrate a remarkable shift from segregation to inclusion of all learners in the same school setting and classroom (Ntombela, 2011:5).

2.2.1 Current Developments of Inclusive Education in South Africa

This section presents some developments made on the implementation of inclusive education in South Africa.

2.2.1.1 Statutes and regulations of inclusive education

The statutes are the laws and regulations are the guidelines established by the DBE to regulate the operations of schools and conduct of personnel. For the purpose of this study, only the laws and guidelines that are core to inclusive education will be discussed in this subsection. The statutes and regulations are significant tools of reference for school managers when dealing with strategic issues of inclusive education and learner diversity in a school setting.

The policy documents such as the South African Schools Act (SASA) 84 of 1996 and the National Norms and Standards for School Funding of 1998, the guidelines, and Screening, Identification, Assessment and Support (SIAS) strategy were adopted and endorsed to ensure an even ground for the development and implementation of inclusive education (Landsberg, 2011: 18).

2.2.1.2 Expansion of inclusive education project

According to Landsberg (2005:61), the government proposed a 20-year phase implementation plan and one key recommendation, namely to expand Inclusive Education Project in ordinary primary schools starting from 2008. Already in 2001, the DoE (2001:22) stated that the goal of expansion of inclusive education was to identify 20 ordinary primary schools per annum in North West Province in order to develop them into full-service/inclusive schools. According

to Education White Paper 6, full-service schools are ordinary mainstream public schools that would be capacitated and expanded to include inclusive education (DoE, 2001:10).

White Paper 6 proposes that full-service schools should be equipped with a wide range of assistive devices and specialised equipment, the specialist staff such as the learner support educators, therapists and psychologists, as well as the adapted school infrastructure (DoE, 2009:10).

The provisioning of material resources is paramount for classroom adaptation since the adapted classroom is significant to support inclusive teaching strategies to optimise learner performance, particularly learners with disabilities or learning barriers. This implies that the managers and teachers of full-service schools should be pedagogically strong so that they can employ teaching strategies that unleash the potential of all learners (Eleweke & Rodda, 2002:114). In this regard, the DBE (2012: 5) highlights that a total of R1.5 billion had been spent on the expansion of inclusive education, purchase of assistive devices and the adaptation of school buildings for inclusivity.

Since 2009, a substantial number of school managers and teachers from full-service schools in the Dr RS Mompati District have been exposed to new experiences and received short training on teaching learners with intrinsic barriers such as cerebral palsy, Down syndrome disorder and attention deficit-hyper disorder (Nel et al., 2012:59).

2.3 INTERNATIONAL DEVELOPMENTS IN INCLUSIVE EDUCATION

Developed nations have played a prominent role towards the existence of an inclusive education and training system. Some of the milestones of inclusive education mobilisation include the passing of acts, such as the US' Public Law 94-142 and the Individuals with Disabilities Education Act (IDEA) (1990). In the United Kingdom, in fulfilment of the Education Act of 1981, the English school system opened doors for all learners, and many children with disabilities and barriers to learning were integrated into mainstream schools (Stakes & Horby, 1996 as cited by Ainscow, Booth & Dyson, 2004:125).

After the Salamanca Statement (UNESCO, 1994), many countries developed the legal frameworks intended to legitimise the inclusion of people living with disabilities into mainstream socioeconomic, cultural and education life (Swart et al., 2004: 81). Over the years, the philosophy of inclusive education has gained momentum and enjoys gradual support as

highlighted earlier, and subsequently, the declarations and conventions were followed by consolidating the frameworks for inclusion and policy documents (Peters, 2004:37).

2.3.1 Challenges on Inclusion – an International Scenario

Although developed countries have contributed significantly to the development of inclusive education, they still have predicaments with regard to perfecting the inclusion practices in ordinary mainstream schools. For instance, in the United Kingdom, the work of Research Councils and Teaching and Learning Research Programme reveals that some policies within the education system have some limiting effect that discourages teachers and school management to apply strategies that embrace student diversity (Ainscow et al., 2004:126). The authors cited some of the challenges currently experienced by learners and teachers within English schools, namely inadequate knowledge of "the inclusion strategies" for bilingual learners in national literacy and numeracy programmes.

In the United Kingdom, the challenges highlight the elusiveness of policy implementation, the complex nature of inclusive education system, and the fact that the translation of policy text into practice is not an easy task for school managers and education officials (Engelbrecht, 2006: 255; Molale, 2007:133). Besides these contextual factors, ambiguity in legislative and policy documents has resulted in the challenges faced by the school managers in English schools, which have a negative impact on their capacity to uphold the implementation of inclusive education.

The dilemmas raised in the preceding statement corroborate the concern raised by Molale (2007:143) that policy writers and educationists often assume that policy will be automatically followed in schools. He advised that to guarantee successful implementation of policy like inclusive education in schools, policymakers should ensure that school managers comprehend prescriptive guidelines and interpret policy correctly.

2.4 THEORETICAL FRAMEWORK

Grant and Osanloo (2014: 12) describe a theoretical framework as a structure that serves as a blueprint or plan that the research study will follow to explore data essential to the research problem and questions. The plan ultimately guides and supports the researcher to explain clearly the reasons for undertaking the study and the gaps in the existing body of knowledge about the phenomenon being investigated (Grant & Osanloo, 2014:13). Without the theoretical

framework the vision and purpose of the study will be equivocal, and not meet the minimum requirements of an authentic and standardised dissertation study.

According to Abend (2008:173), the theoretical framework illustrates the importance of theories in research thus, "theories are formulated to explain, predict and understand phenomena being investigated" and in many cases, to challenge within the limits of critical bounding assumptions. The theoretical framework structure also pronounces the theory that underpins inclusive education and which may also explain to the reader the existence of the research problem as well the importance of investigating it (Section 1.3).

This study is framed within two theoretical frameworks, Vygotsky's (1962) social constructivism theory and Horkheimer's critical theory (1937). This section discusses the social constructivist theory in particular and the critical theory in general, and their relevance to the study. The reason to review more than a single theory is motivated by Bush's (2011:205) assertion that no single theory is sufficient to explain the reasons for education changes, which in this case, is the management of inclusive education provision in ordinary mainstream schools. Using two or more theories adds educational value to the research problem, and may help clarify the root cause of the school managers' failure to implement inclusive education and inform possible remedial strategies that can address the problem (Bush, 2011:205; Swanson & Chermack, 2013:8).

According to Vygotsky's theory (1962), "knowledge is co-constructed and that individuals learn from one another". It is called social constructivist because it focuses on explaining how social-cultural aspects play a critical role in enhancing meaningful or constructive teaching and learning in the classroom. Equally so, critical theory focuses on exposing factors that make the goal of education for all a fallacy and critique the truth and myth about claims like being in a democracy, freedom and equality, yet what is happening on the ground suggests otherwise; for instance, not all learners enjoy the benefits of schooling (Fuchs, 2015:4).

Since the study is aimed at investigating the role of school management in the provision of inclusive education in full-service schools, it was deemed necessary to adopt these theories to provide insights into what impedes or can improve the role of school managers in the implementation of inclusive education in full-service schools. Against this backdrop, it is imperative for school managers to have sound knowledge of social constructivist and critical theories because they provide guidance and capacitate school managers to make sound decisions in responding to learners' diversities in the classroom and school environment.

The section below discusses the social constructivism theory in detail, supported by the critical theory as they are inextricably linked and both challenge the state-centric approach that dominates the education system and has an adverse impact on the role of school managers in the provision of inclusive education in full-service schools.

2.4.1 Social Constructivist Theory

According to Lemmer and Van Wyk (2010:152), social constructivism theory became part of the curriculum in South African schools when OBE was introduced in the school system in 1997. In the light of this, social constructivist theory is deemed to be relevant for this study because it emphasises access to curriculum and constructive learning by all learners, a key indicator of inclusion in teaching and learning activities in a full-service school (Palincsar, 1998:345). Amineh and Asl (2015:13) define social constructivism as a theory of knowledge that is constructed in a social context and is infused in various disciplines such as sociology, psychology and education.

The basic assumption of social constructivism is that obtaining knowledge in a learning process is not only confined to a learner as an individual, but it entails the environment, culture and interaction with other people in the process. According to Kim (2001 cited in Amineh & Asl 2015:14), the prospects of social constructivism theory in relation to inclusive education are based on the premise of three variables, namely reality, knowledge and learning, which are explained below.

i. **Reality**: The first assumption of social constructivism is that reality for education purpose does not prevail in advance for the learner, but is discovered gradually through the various educational activities that are provided in the learning environment.

In the case of managing inclusive education, several authors contend that many school managers still run their full-service schools in isolation without regard for the changing social, political and economic contexts which directly influence the life of a school (Fowler, 2009:300; Nel et al, 2012:7; Swart & Pettipher, 2011:4). Without considering the effects of socioeconomic and political conditions, the ability of school managers to uphold the values and beliefs of inclusive education for the benefit of all learners is negatively affected; hence, it is was discovered that many full-service schools and ordinary mainstream schools still act as if all learners are the same (DBE, 2011:3; Fowler, 2009:301).

The reality stated above indicates that school managers do not fulfil their role as stipulated by the policy guidelines of full-service schools, and in terms of Vygotsky social constructivist theory. Under this state of affairs, the school managers will continue to be indecisive with regard to contextualisation of the principles of inclusive education. Moreover, the theory postulates that school managers and stakeholders responsible for the provision of inclusive education should be aware that human development is socially dependent. As such, the school managers will not be in a position to motivate teachers to be flexible in building upon what the learners already know (known to unknown or concrete to abstract), thus allowing them (learners and teachers) to gain a deeper understanding of reality.

ii. **Knowledge**: Social constructivism acknowledges that comprehensive learning of new knowledge is essential for effective teaching and learning, and that such knowledge will make more sense to all learners, including those with disabilities or learning barriers if the content and pedagogical approach covers cultural and social aspects which influences the growth and development of the learner and how he/she perceives life and the environment. In other words, the theory posits that knowledge is not discovered, but is developed through interaction with others.

iii. **Learning**: Learning is a process of constructing knowledge as part of a community, and for effective learning to occur, flexible curriculum delivery by teachers that recognises individual uniqueness is crucial. In doing so, learners are encouraged to think intuitively and independently of what they are learning (DBE, 2010:19).

Vygotsky's social constructivist theory recognises that quality education and support for all learners in full-service schools is possible, provided school managers as instructional leaders acknowledge that learning and development of all learners is influenced in two ways: the social level (interpsychological) and within the individual level (intrapsychological) (Vygotsky, 1978:57). In terms of this theory, for constructive learning to occur in the classroom and in a manner which benefits all learners, the principle of learner-centred lesson activities should be taken into consideration by school managers when planning curriculum delivery.

More importantly, the social constructivist theory was used in the study to highlight factors that hinder the role of school managers in the provision of inclusive education and possible remedial action to address challenges. Subsequently, the theory was used to address the challenge of inflexible curriculum delivery prevalent in many schools, including full-service schools based on poor pedagogical practices (DBE: 2010:29). If school managers and teachers

are not pedagogically strong, facilitation of inclusive education in full-service schools becomes difficult for school managers.

It is a prerequisite for school managers to be orientated with contemporary learning theories such as social constructivism that are compatible with inclusive education and training system because they influence the way school management and teachers perceive learners with learning barriers and how they will coordinate support for learners at risk in full-service schools (DoE, 2006:65). Furthermore, the background knowledge of social constructivist theory may help school managers to make sound decisions in terms of inclusive learning programmes and designing appropriate ISPs. When principals are empowered, they find it easy to motivate teachers to realise that a single national curriculum through adequate support can be suitable for activities for teaching normal learners and those with disabilities or learning barriers in the same classroom or school.

The study investigated the impact of school management in the provision of inclusive education. From the school management perspective, the social constructivist theory was used to outline the role of school management as far as recognition of the individual uniqueness, background and culture in learning process is concerned. In this respect, social constructivism theory advocates CPD of school managers of inclusive schools to improve their skills and knowledge on inclusive education in order to operate a full-service school effectively (Point, Nusche & Moorman, 2008:6).

Since the social constructivist theory is now contextualised to the study as discussed earlier, the theory was used to explain issues that prohibit school managers to manage full-service schools efficiently. The issues referred to are only those which are salient and can improve the implementation of inclusive education and establishment of full-service schools, namely the role of the school manager as an instructional leader and inclusive teaching strategies. The theory was used to address the challenges faced by school management with the sole intention to improve in the provision of inclusive education from the perspective of its two fundamental aspects, namely the "Zone of Proximal Development" (ZPD) and Scaffolding.

- **A Zone of Proximal Development (ZPD)**

Vygotsky (1978) cited in Rogoff and Wertsch (1984:8) defines the ZPD as "the distance between actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or

in collaboration with more capable peers". The author illustrates this to support the notion that society plays a major role in assisting the learner to learn new knowledge for the purpose of personal growth and development.

Vygotsky further uses the ZPD model to express his idea with regard to the effect of support on an individual or group of learners. With regard to the model, Vygotsky explains the interrelationship between levels and the situation each level represents and how they directly affect each other and influence the intensity of development on the learners.

The first level situated in the innermost layer represents a situation of what the learner can learn independently. The learner grows and develops on his own within an immediate environment. The elements in the first level, which may include human beings and the environment. If they lack enough stimulus response effect on the learners may influence the second level of development. For instance, at this level, learners follow the adult example and learn to do other activities without assistance.

The second level is in close proximity with the first level and it represents a situation where a learner needs help to learn. For instance, it can represent the schooling period where a learner receives formal education within their zones of proximity from teachers to acquire certain strategies and skills. What transpires in the second level may also determine whether a learner succeeds or is unable to learn effectively at the third level. For instance, this may occur when there is inflexible curriculum delivery because of inexperienced teachers and lack of resources to support inclusion.

The theory motivates school managers and teachers to adopt cooperative learning method, which encourages peer education and assistance to improve the understanding of new knowledge. It is in line with inclusive assessment strategies of augmented, alternative method of assessment and concession as prescribed in the manual for the assessment of learners who experience barriers to assessment (DBE, 2016: 9).

The third level is the outermost layer whereby learners do not master or are unable to learn constructively despite the efforts to support them. At this level, the child or learner has no control at the situation at all and without appropriate support and intervention strategies, the child might not achieve in learning processes. It is the levels where most learners are vulnerable to harsh realities of exclusionary practices in the school system which inclusive education seeks to eliminate. Figure 2.1 below illustrates Vygotsky's ZPD.

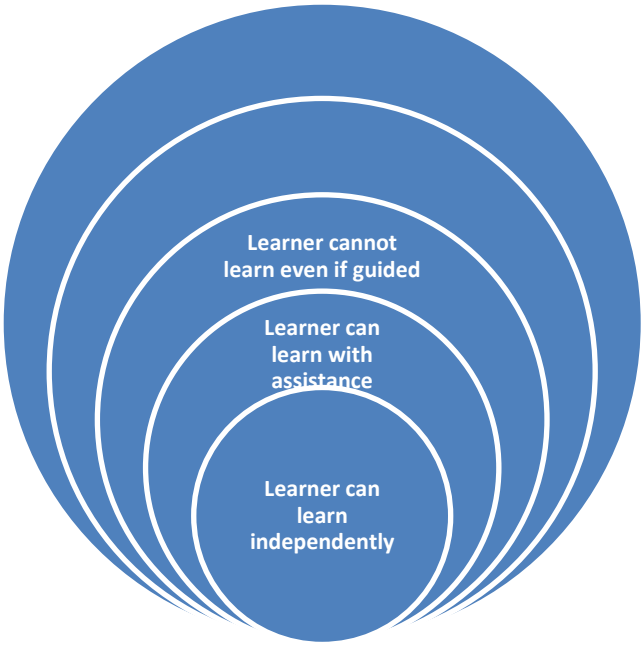

Figure 2.1: Vygotsky's Zone of Proximal Development

Source: Wikipedia (2019).

Vygotsky approach of zone of proximal development is closed linked with the SIAS. The strategy was prescribed by the DBE (2014) as a policy and cornerstone for inclusion of all kinds of learners in mainstream schools. A strategy is aligned to Vygotsky's ZPD approach that in a way prefers systematic and structured approach to identify the actual learning barrier of the learner. In terms of guidelines for full-service schools (DBE, 2010:25), if school managers of full-service schools organise support for learner at risk within SIAS process like Vygotsky ZPD, it will highlight the support needs of the learner at different time, stage and situation.

2.4.2 Benefits of Social Constructivist Theory in managing Inclusive Education and Full-Service Schools

When analysing the Vygotsky's social constructivist theory, one could assume how it would assist the school managers to close gaps with regard to poor facilitation of inclusive education and establishment of full-service schools. As discussed earlier, inclusive education promotes best teaching practices through differentiation of learning programmes, work schedules and lesson plans (DBE, 2010: 20). The said curriculum differentiation skills empower school managers and teachers to help learners and ensure that developmental delays do not prohibit them from accessing the curriculum or progressing with their age cohort. However,

differentiation should be relevant to the learners' specific education needs (DBE, 2014:14), and to realise those objectives, the school managers should adopt Vygotsky's ZPD strategy and motivate teachers to infuse it in their teaching activities in the classrooms.

It can be deduced from Vygotsky's ZPD that children learn best when teaching incorporates their experiences from the ZDP, meaning from the society in which they live. Using the ZDP approach, the theory propagates for teaching strategies that entrench inclusive education principles in particular the principle of access and active participation. Vygotsky strategies which could be adopted by school management to enhance inclusion of all learners during curriculum delivery are discussed in the next section.

- **Scaffolding and inclusive education**

Wood, Bruner and Ross (1976:90) define scaffolding as a process "that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts". The definition is in line with the premise of Education White paper 6 Inclusive Education policy, which acknowledge that through inclusive education and training system, "all children and youth can learn and that all children and youth need support" (DoE, 2001:6).

The theory of scaffolding supports inclusive education in full-service school in particular with the notion that support and assistance to learners with disabilities and barriers is most effective if it is streamlined to the learners' specific education needs (Wood & Middleton 1975 cited in Wood *et al*. 1970:90). Therefore, scaffolding, like Vygotsky ZPD strategy and inclusive education, encourages school managers to promote best teaching strategies that will enhance access to curriculum by all learners in a full-service school including those identified with learning barriers or disability.

The said strategies and skills are necessary to improve school managers and teacher intervention strategies and learner performance. The empowerment of school managers could place them in a better position to make classroom accessible to all kinds of learners (DBE, 2010:9). From the discussion above, it is crystal clear that the strong tenet of social constructivist theory is fighting for quality learning and teaching and that optimise access to curriculum by all learners and learner achievement in accordance with inclusive education objectives, meaning it focuses more on learner centeredness teaching approach or the active role of the learner in learning new information.

2.4.3 Limitations of Social Constructivist Theory

In spite of the educational benefits of social constructivist approach stated above (Section 2.4.2), some negative factors limit its educational utility. For instance, the theory is criticised for discarding the principle of direct instruction by the teacher, meaning the primary role of a teacher changes completely to that of a facilitator (Friesen, 2008:2). This kind of role change can be problematic for learners with learning barriers or special education needs in the classroom.

A social constructivist classroom is characterised by action-orientated learning activities, which have the potential to expose learners to excessive support and distractions and can compromise the quality of education. Another oversight of the theory is lack of structure as it advocates exclusive learning styles which do not acknowledge the notion of multiple intelligences and the fact that some learners learn best in highly structured learning environments (Liu & Matthews, 2005:396). The final challenge is the misconception of Vygotsky's zone of developmental proximity (ZDP) in learning, which the critics find problematic because of its generality assumption, assistance assumption and potential assumption (Didau, 2017:3). In this regard, Didau felt that Vygotsky was over-ambitious to some extent with his ZDP approach to learning, as he "did not think that potential was a property of the child, instead he thought of it as property of the learning situation."

In an attempt to address the gaps identified in Vygotsky's social constructivist theory with regard to inclusive education, the next section will discuss the critical theory which compensates the social constructivist theory. The critical theory serves to complete the vision of social constructivist theory, namely that access to curriculum by all learners will not be mechanically achieved in the classroom, but it is actively constructed when pedagogical approach recognises prior learning and is learner-centred (Bada, 2015:66). The critical theory can be interpreted as the mission part of social constructivist theory, meaning it identifies contradictions in the education system and classroom practices, and want to critique the humanly constructed learning to make the best out of it and design steps or intervention plan through its education version of critical pedagogy.

The proclaimed contradictions resulted in what Kellner (1998:8) describes as "fundamental misfit" between youth life and schooling manifested by unequal access to educational and economic opportunities by learners who are experiencing learning difficulties or are from disadvantaged communities. The prescripts of critical theory proposes that critical approaches

to teaching and learning is crucial in an inclusive school and classroom, thus offering an alternative approach to entrench inclusive education practices in the school system (Rodgers, 2012:1).

In doing so, the critical theory upholds the fundamental education objectives of social constructivist theory and inclusive education principles of equity and redress, community response and cost effectiveness (Section 1). Some Critical theorists emphasise that critical approaches to teaching and learning are essential to evoke inherent intellectual potential of all learners, despite their cognitive differences (Friesen, 2008:2; Fuchs, 2015:1; Kellner, 1998:6). In the light of this knowledge of critical theory is crucial for school managers and teachers to capacitate and sharpen their critique skills necessary to help them improve optimise the provision of inclusive educations in full-service schools.

2.5 CRITICAL THEORY

Horkheimer's (1937) critical theory also played a significant role in the development of inclusive education because it critiques exclusion and social injustice in favour of freedom and equality (Jensen, 1997:1). In addition, Jensen (1997) defines critical theory as self-reflective and value-driven theory and these characteristics are symbolic of inclusive education principles (Section 1.) in particular the human rights, social justice, equity, and redress. One of the tenets of critical theory is the dimension of praxeology and critical pedagogy that seek to establish meaningful educational experiences for all learners in the schooling system (Fuchs, 2015:4). Another tenet of the theory is that knowledge is power, meaning that it liberates and empowers its recipients.

Some studies view inclusive education as a medium for social reform agenda that intends to address the growing discontent against the national education and societal crises such as inequality, discrimination, oppression, and marginalisation of people with disabilities and learning barriers (Gallie, 2007: 18; Van der Berg, 2008: 2). The knowledge drawn from critical theory will help the school management in their endeavour to develop inclusive schools to be critique and have in-depth knowledge of inclusive education policy objectives. In that manner they (school management) will become versatile enough to find possible solutions to address the dilemmas causing poor implementation of inclusive education in full-service schools. Graves (2011:2) shares the same view that theories influence the perception of those in position of authority, in this study the school managers with regard to implementing inclusive education and accommodating learner diversity in full-service schools.

The next section is an overview of models of inclusivity pertaining to integration, inclusion and medical model. It is imperative to discuss the models of inclusivity because the orientation of school managers and teachers regarding a particular inclusion model has direct influence on how they interact and work out support for learners with disability in a full-service school.

2.6 MODELS OF INCLUSIVITY

The history of evolvement of inclusive education resulted into different models of inclusion practices. These models had for some time being used in schools by education systems in various countries as the criteria to determine inclusion practices in schools (Ram & Pooja, 2011:2). In the light of the background given, the following model of inclusive education will be discussed: *integration, inclusion* or *inclusive education.* It is assumed that these models provide a framework of reference for school managers and other stakeholders when deciding on the choice of approach best suited to their schools (Landsberg *et al*., 2011: 7).

The authors cautioned that the terms integration and inclusion are often used interchangeably, yet they differ in terms of meaning, service and purpose. Being aware of this difference may help us advocate for an inclusive learning environment that will assist all children to learn in ordinary mainstream schools (Harman, 2014). The next section discusses the concepts mentioned above.

2.6.1 Integration Model

Stubbs (2002:11) views integration as a practice that refers to admission of learners with disabilities or learning barriers into a mainstream school, where they were previously prohibited before the school adopted an integration policy. The author further argues that "integration and inclusive education have different underlying values and beliefs, and thus different consequences in practice". In this setup (integration), the past system of education attempted to address the concern of disability movements and parents; a separate special class with necessary adaptations and resources is created in a mainstream school for the affected learners (Ram & Pooja, 2011:3).

The system of integration endeavoured to do away with segregation of learners with barriers to learning and disabilities in ordinary mainstream schools. The integration practice was a breakthrough as far as an awareness and physical integration of learners with barriers or disability into mainstream schools is concerned. The limitation raised by critics against

integration model is that the system does not change; however, it is the learner who should adapt in order to fit in (Stubbs, 2002:23).

2.6.2 Inclusion Model

According to the Salamanca Statement, the concept inclusion advocates that "all children" should learn together in the same classroom and school irrespective of their functional limits in the domains of learning (cognitive, affective, psychomotor, and communicative challenges) (UNESCO, 1994: ix). Ketley (2014:2) concurs with the international definition of inclusion above and asserts that it is an advanced approach with deeper connotation than its predecessor, integration. He further argues that inclusion has a wider scope, and responds broadly to learners' diverse educational needs, contextual and structural factors, system barriers, pedagogical barriers and socio-economic barriers affecting learners.

Primarily, inclusion model denounces education provisioning of learners with barriers in separate classes or at special schools far from their peers. The inclusion concept is in line with the White Paper 6 Policy on Inclusive Education and uses a multifaceted approach. The approach defines learner support services on the intensity of support needs (high, moderate, low) as opposed to determining support on the basis of categories of disabilities (DoE, 2001:10).

Under inclusion model, the system accounts for the plight of all learners with risk factors and not only those with disability. These include youth in conflict with the law, child-headed families, HIV/AIDS, teenage pregnancies, language of learning and teaching, socio-economic backgrounds of learners, domestic violence and multicultural education (Ram & Pooja, 2009:4). According to Landsberg *et al*. (2011:8), the philosophical nature of inclusion model discards the assimilation of disabled learners into regular schools without addressing the system deficiencies, and therefore overrules the integration model practices.

A South African view of inclusion upholds the Salamanca Statement and Education White Paper 6: Special Needs Education Policy (Yssel, Engelbrecht, Osweld, Eloff & Swart 2007:35). As outlined in Education White Paper 6 policy, inclusive education refers to the system of education that seeks to open doors to all learners in the same classroom and though disability and learning barriers are prioritised, it (inclusive education) accounts for a wide spectrum of issues and focuses on the overhaul of the entire school system (DoE, 2001:3).

The DBE (2014:4) outlines that inclusive education system is organised around support needs assessment of an individual learner using the strategy of SIAS. The strategy is intended to guard against violation of learners rights to equal education opportunities in the same school setting and unfairness or biased intervention. Collaborative support is a distinct feature of inclusive education. It involves different stakeholders such as school managers, teachers and members of the school community to participate in assisting learners at risk (Downing & Peckham-Hardin, 2007:9).

2.6.3 Medical Model

According to Marks (1997: 85), the medical model places disability within the brain or body of an individual learner. The model denied people with disabilities access to participate freely in society assert (Gill cited in McCain, 2015:n.p). In other words, the medical model prefers treatment and education of learners with disabilities or learning barriers to be provided separately in special schools or hospital section. The placement of learners in specialised setting is based on the diagnostic nature related to the child physical or cognitive impairments. In that light, health professional specialists are central for medical intervention and rehabilitation of learners (DoE, 2001:3).

2.7 SCHOOL MANAGEMENT AND INCLUSIVE EDUCATION

The education reforms that have occurred in South Africa since 1994 have had significant implications on the role of school management. As a result, the school management landscape has changed. Beside performing administrative duties and managing people, school managers are expected to handle inclusive education issues, such as learner diversity and curriculum adaptations in a much more creative and flexible manner (Steyn & van Niekerk, 2007:125). During the apartheid regime, the school managers' role was largely administrative, authoritarian, hierarchical and non-consultative, and they tended to enforce State regulations without question (Naidu et al., 2011:4).

Bush and Glover (2003:08) define leadership as a process of influence on others in organizing and leading them towards the achievement of a desired purpose. In this context, the desired purpose is the provision of inclusive education and establishment of full-service schools. In its guidelines for full-service schools, the DoE (2010:13) outlines that the role of school managers is to inspire and support teachers, learners and parents to accept inclusive education.

Earlier on, the discussion highlighted that inclusive education is deeply rooted in democratic values and principles, and that it is imperative for full-service schools' management to understand the impact of these on the day-to-day running of schools as leaders and managers (English, 2011:74). School leadership and management are critical skills that the school managers should possess, as they help to ensure the optimal functioning of any organization (Heystek et al., 2008:8 cited in Van Rooyen *et al*., 2012:5). The next section will give a brief definition of leadership and management and review the envisaged role of school management on inclusive education.

2.7.1 Leadership Function

Donald et al. (2010:118) view leadership as a function of leading by an individual or team, and note that leaders direct the plans and programmes, and successfully persuade people to do what is expected of them. Accordingly, the success of an organisation is often associated with effective leadership (Hellriegel et al., 2008:295).

Naidu et al. (2011:6) stress that it is imperative that the school managers should adopt a paradigm shift and position themselves as politicians, and to become academically and politically astute. In doing so, they would be able to successfully navigate inclusive education policy and therefore transform their schools into inclusive schools that embrace inclusivity.

2.7.2 Management Function

Tasic et al. (2011:326) view management as a humanistic discipline that deals with human resources and manages their values, experiences, successes, and development in an organisation. They further highlight that managing inclusive education in full-service schools is a complex function. Bolam (1994) as cited in Bush (2008:1) explain education management as a position of authority, vested with powers to influence the implementation of policy and strategic goals of an organisation. For Van Rooyen (2012:4), management is about doing things right, and in the context of this study, it involves managing the provision of inclusive education in full-service schools properly.

Defining the functions of leadership and management side-by-side above is intended to indicate their interdependent nature, and how they influence one another in assisting the school managers to fulfil their duties effectively (Bush, 2008:4).

2.8 THE ROLE OF SCHOOL MANAGEMENT

The current literature and articles concentrated more on issues that concern marginalised groups of learners with disabilities excluded from the mainstream school life and the general administrative issues of school management such as decision-making, organising, planning, and monitoring (Knight, 1999:1). Flowing from the above statement, the specific role of school management with reference to the management of full-service schools and inclusive education has drawn the least attention.

Since inclusive education is rights-based education system for all learners, school management are expected to adopt policies, which promote it and ensure smooth transition and implementation (Moran, 2007:120; Naicker, 2001:1; Ntombela, 2011:7). School management are expected to organise support for vulnerable learners and teachers working with the affected learners in full-service schools. They can do this by establishing structures and support systems that enrich effective provision of inclusive education and good teaching and learning that promote the potential of all learners in a particular school (Bush, 2007:391; Mathibe, 2007:533; Naidu et al., 2011:52; Schoeman, 2002: 2; Steyn & Van Niekerk, 2007:5). The subsection below discusses some of the key roles and expectations that should be fulfilled by school managers in establishing functional full-service schools.

2.8.1 Facilitation of transformational agenda

Naicker (2006:2) asserts that the complexity of inclusive education springs from the fact that it has a transformative agenda, and focuses on making conditions suitable for the transformation of the education system. The previous system of education under which the majority of school managers in full-service school were trained did not place much emphasis on the recognition of learners' rights and had little respect for diversity while inclusive education is based on constitutional values such as human rights and social justice (Stubbs, 2002:33).

It is crucial for school managers to understand that inclusive education, unlike its predecessor, special educational needs service, is not only concerned with the plight of disabled learners. Under the inclusive education system, school managers should recognise that disability is central, although the systems should accommodate other factors such as learner diversity, classroom adaptation and whole school development programme to get rid of old exclusive practices (Nel *et al*, 2012:4; Ntombela, 2011:7).

The transformation agenda calls for school management to develop a school culture that espouses diversity, human rights, equity, and democracy. These values should be documented and articulated clearly in school vision and mission and internal school policies on code of conduct, sports and recreation, curriculum planning and assessment (Donald, Lazarus & Lolwana, 2010:23). However, it seems that the majority of managers of full-service schools are uncertain about how to infuse into the school community, the idea of developing an inclusive school culture. This unpleasant experience emanates from a lack of adequate knowledge of inclusive education on the side of school managers (Ashman & Elkins, 1994 cited in Westwood, 2001:212; Molale, 2007:3). The indicators of an inclusive school culture are characterised by the attributes outlined below.

- **Stakeholders involvement learning together**– the school managers, teachers and parents work together to have inclusive classes heterogeneously grouped and the entire staff value and protect the practice.
- **Multilevel teaching approach** is practised to acknowledge that learners have different learning abilities, and therefore, the need to design lesson plans that engage multiple intelligences and different learning styles.
- **CPD to support teachers who work with learners** having learning barriers.
- **Parental involvement is vital** and parents with children with disabilities are mobilized and encouraged to enrol their children in school. Under such circumstances, parents are invited to visit classrooms and have an input into the education support plan of learners and they are regularly given a balanced feedback about the progress and challenges of learners and suggestions as to how they can be overcome them.
- **Leadership, democracy and empowerment**– these three management qualities facilitate the development of inclusive schools that accept critique of ideas, human diversity while keeping in mind the individual and community interests (Woods & O'Hair, 2009:427). What they imply is that people in leadership positions like teachers, principals and parents should prioritise the welfare of learners who are vulnerable to exclusion at all times. The value of democracy is visible when all stakeholders are involved in the processes of support and they are empowered to make decisions that can improve inclusive education practices at school.

2.8.2 Adopting Principles of Inclusive Education

Understanding the principles of inclusive education that are stated in chapter one above section 1.6.1.1) is vital for school management. These principles provide a framework for operational terms. When practised optimally, they minimise the possibility of distortions for school managers when making decisions, planning and organising support for education transformation and establishment of full-service schools (DoE, 2001:5).

The adoption and application of these values is significant for the achievement of inclusive education goals and benefits for learners with and without disability in full-service schools. In this context, school management and structures at the school level are expected to visualise, internalise and conceptualise the above-mentioned principles and consider them when executing their daily managerial duties of planning, decision-making, organising and motivating for unconditional support for inclusive education (Swart *et al*., 2004:82).

2.8.3 Acquiring Knowledge of Education Laws

Laws, rules and regulations, which govern educational institutions such as schools have a significant impact on how school management implement inclusive education (Bush, 2008:4). In addition, Hay *et al*. (2006) as cited in Makoelle (2012:94) posit that a large number of school managers were trained and appointed under apartheid education system, which indoctrinated them with the concepts of special and mainstream schools, a hierarchical way of management and conservativeness, which are in total contrast with the current education law that governs inclusive education provision.

The assumption is that if school managers are not well acquainted with the new education laws, their role to facilitate inclusion in their full-service schools and the ability to secure the rights of all learners with diverse educational needs will be a massive challenge (Botha, 2004:242). Naidu (2011:18) reiterates that the DBE should ensure that school managers have the hands-on knowledge of education laws and regulations that govern inclusive education in South African schools.

The knowledge of education laws and policies would ensure that the school management is in a better position to make decisions objectively concerning learners with barriers to learning and communicate unequivocally to staff members what is expected of them to ensure that the full-service school is developed into a centre of best inclusion practices (DBE, 2010:13). In South Africa, many education reform policies including SIAS Policy of 2014 are designed to

accelerate education transformation including addressing barriers to learning and development of learners at risk within the framework of the NCS Grade R-12 (DBE, 2014:1).

The goal of all legislated education laws is to build an inclusive education system that responds to a wide range of learners' specific education needs, systemic, structural, and contextual barriers (DoE, 2001:25). The impact of policies and regulations that directly underpin the establishment of inclusive education will be discussed later.

2.8.4 Involvement of Stakeholders

Studies uphold the view that strong family-school collaboration is important for inclusive education to make a positive effect to all learners (Eason & Whitbread, 2006:13; McKenzie & Loebenstein, 2009: 186 cited in Engelbrecht & Green, 2009:11). The school community should be sensitised to the realities and expectations of inclusive education so that they can support the school management, teachers and learners by participating actively in advocacy programmes that seek to alleviate prejudice and stigmatisation against learners experiencing barriers to learning (DoE, 2001:14).

Collins (2006: 89) asserts that school culture, vision and mission, and admission policies should advocate inclusive education and inclusion of learners with differences. For efficiency, school management should start advocacy with learners enrolled in full-service schools to prepare them to understand the reason for differences, accept and support their peers (Griffith, Cooper & Ringlaben, 2002:1). In that way, SASA (Article 84 of 1996, Section 3) will be institutionalised and the powers bestowed on parents to ensure the protection of learners' rights to access equal education opportunities until the age 15 or Grade 9, whichever occurs first (Naidu *et al*., 2011:24-25).

School Governing Bodies play a crucial role in restructuring learning environment for inclusivity and they should be kept up-to-date and asked for their input regularly. White Paper 6 policy and the guidelines for full-service/inclusive schools encourage school management to motivate teachers to accept inclusive education and participate in support structures like the SBSTs because the teachers' classroom experiences with learners and curriculum are vital when designing individualised support plans (Yssel *et al*., 2007:356).

2.8.5 Establishing Strong Intersectional Collaboration

In terms of Education White Paper 6, one of the key responsibilities of school management is to mobilise the school community members to play an active role in full-service schools, build rapport with learners with barriers, and ensure that they enrol and attend school. This objective can only be achieved if school managers are aware that special education needs services for learners with barriers to learning cannot be the sole responsibility of school management. Therefore, coordination among medical, educational and technical professionals, departments, parents and NGOs is pivotal. This would ensure that they all work collaboratively to address the negative impact of developmental gaps or disability on the learning and development of affected learners (DBE, 2010:10; DoE, 2001:50; McEwen, 1995:2).

The North West DoE (n.d.) has developed the provincial manual called Institutional Level Support Team (ILST) also known as SBST. The team should be composed of stakeholders from other departments such as justice, health, police, NGOs, and institutions of higher learning, which should work in collaboration with school management and SBST to address barriers to learning.

2.8.6 Strengthening Access and Participation

Access to school and curriculum for learners with barriers should be strengthened in the following instances: physical access (adaptation of buildings and surroundings), curriculum and instruction (inclusive learning programmes), social access (disabled learners regularly attend the same school as their peers), and economic access (affordable schooling where resources benefit all) (Peters, 2004:40). To date, some schools still need major physical adaptations in order to be accessible to all learners, and these include redesigning school doorways to widen them, replacing some stairs with ramps and handrails, coarse surface flow area, adapted classroom to accommodate learner diversity and adapting toilets for wheelchair users (Naicker & Engelbrecht, 1999:73).

2.8.7 Sound Administration and Management of Resources

The DoE (2001:38) has undertaken to provide resources to designated full-service schools to make them more efficient to expand access and inclusion of individuals with barriers to learning in mainstream schools. These referred to financial, human, physical, and material resources, and with the current low economic growth, the provision of these resources is diminishing. School management is expected to uphold the financial principles of efficiency,

effectiveness and economy by advocating care for and maintenance of school property, material resources to teachers and learners.

Through White Paper 6 policy on inclusive education, the DBE seeks to expedite the principle of equity and redress by providing resources to full-service schools. This is because one of the imperatives of inclusive education is to create conditions that empower teachers to support different kinds of learners and to entrench inclusion practices that are beneficial to all learners in mainstream schools (DoE, 2001:16). In this regard, the DBE provides additional posts to support learning and improve access to curriculum for individual learners who experience barriers to learning from the curriculum point of view.

The support is organised to counteract the negative effects of the system barriers, which make it difficult for school management and teachers to organise effective ISPs (Davies, 2012:9). The resources are some of the key ingredients that support the school management to build inclusive schools (Kruger, 2012:7). He further asserts that efficient management of resources is one of the crucial administrative roles of school management. Some of the challenges that he identified are a lack of management of available resources by the school management, which are characterised by poor financial management, untidy school buildings, loss of stock and equipment through damage and negligence. Under these circumstances, the learning environment cannot meet the diverse educational needs of learners enrolled at those particular full-service schools. As Kruger (2012:8) argues, in such a situation, the sound culture of learning and teaching is impossible and that had adverse impact on inclusive education provisioning.

2.9 FACTORS UNDERPINNING INCLUSIVE EDUCATION

Apart from the role and expectations that should be carried out by the school managers, namely, to establish an ideal full-service/inclusive school setting, the school managers should consider some factors that support effective provisioning of inclusive education on a regular basis, discussed in the following section.

2.9.1 Teacher Development for Inclusive Education

Several studies have indicated that the success of inclusive education in a classroom situation depends entirely on the teachers' skills and knowledge of inclusion philosophy (Hoadley, 2012:155; Nel et al., 2012:61-65; Ntombela, 2011:6). These include an interpretation of the objectives of the enacted NCS for their specific subjects, curriculum differentiation, adaptation,

and assessment for support in class, just to mention a few. The DoE (2001:18) has committed to priorities of teacher development and training in order to prepare teachers for their new roles in the system.

To drive the commitment, the performance management tools are used to identify the training needs on an annual basis for human resource development programmes (DoE, 2001:18). The DBE (2012:3) postulates that professional development of teachers with specific focus on changing teachers' attitudes and practices is critical for inclusive education system. However, teacher development for inclusive education progressed at a slow pace, hence the majority of teachers still hold the view that inclusion of learners with barriers or disabilities in ordinary mainstream schools.

The situation may contribute tremendously to poor implementation of inclusive education and this is a cause for concern and result in systemic barriers (DBE, 2012:3). Furthermore, the DBE (2012:4-5) has identified a lack of skills at three levels in the system stated below as challenges to inclusive education efforts.

- Teachers in full-service schools lack basic knowledge on how to identify and address barriers to learning in their subjects in day-to-day classroom lesson activities.
- The majority of teachers in special schools lack specialised teaching knowledge in most of the key areas of disability such as visual impairment, deaf and hard of hearing, autism, down syndrome, intellectual disability, cerebral palsy, attention deficit hyper disorder, and communication disorder.
- District officials lack skills and knowledge to support schools and teachers with the skills to manage and effectively implement inclusive education in schools.

The initial teacher education and training promoted teacher-centred teaching approach that is deeply entrenched in behavioural-orientated learning theory. This teacher-centred approach assumes that learning is indicated by a change in behaviour of the learner after being engaged in a learning activity (Skinner, 1976:156). The behavioural and teacher-centred teaching approach is still the norm in the lesson activities of many South African classrooms and the practice is largely in contrast to the prescribed inclusive education learner-centred teaching strategies (Dor, 1993:4).

Under a teacher-centred teaching approach, learners' prior knowledge is not adequately taken into consideration and they are expected to memorise the content, and reproduce it verbatim in

the test and examination (Robert, 1999 cited in DBE, 2012:6). In view of the above, the practices of route learning and inflexible curriculum delivery are prevalent in many schools. Hence, the majority of teachers in full-service schools continue to lack behind as far as learning inclusive education curriculum delivery skills such as curriculum differentiation, curriculum adaptation and ISP are concerned (Robert, 1999 cited in DBE, 2012:6).

The circumstances discussed above demonstrate a system barrier that negatively affects the role of school managers and render it inefficient in the development and management of inclusive schools. The state of affairs highlighted above reveals a lack of adequate teacher development for inclusive education in full-service schools. This may be one of the factors that causes teachers to have negative attitudes towards inclusive education. If full-service schools, teachers are not trained adequately in inclusive education skills and knowledge, as it seems to be the case now, the role of school managers on inclusive education provision would continue to be frustrated.

2.9.2 Support and Guidance to School Management

School management refers to a team that manages a school, that is, the school principal, deputy principal, and HoDs. The SMT of designated full-service schools needs extensive support services in the form of workshops, seminars, monitoring, and professional courses. School management is expected to wear off bureaucratic style of management and adopt a democratic style of management, and without adequate support, their duty to introduce inclusive education in full-service schools will continue to be a difficult task (Naicker, 2006:1). Therefore, this study explores the kind of support and guidance suitable to assist the school managers to render their support and implement inclusive education effectively in their respective full-service schools.

2.9.3 Staff Recruitment and Retention

The full-service schools in rural communities struggle to employ special education teachers and professional specialists permanently owing to minimal life and education supporting resources that are available in those places (Downing & Peckham-Hardin, 2007:10). In the case of Dr RSM District, since 2010, the posts for six therapists and four educational psychologists were advertised in 2011 and 2013 for placement at district special schools to service adjacent full-service schools in each sub-district office. However, they could not be filled to date since

the candidates appointed declined to take up these positions because they are far from town and other essential services.

Bringing therapeutic support closer to full-service schools is an important step to strengthen the multidisciplinary approach needed for SIAS of learners with barriers. The SIAS protocol is critical to determine the actual learning barrier of a learner and this is often made possible with the involvement of professional specialists (DBE, 2014: 33). Along with the challenges raised above, full-service schools in rural communities are destabilised by staff mobility.

The teachers take transfers to urban schools and the situation becomes worse when teachers with experience and special needs educational qualifications are affected. The general perception is that teachers in rural schools often feel that they are disadvantaged by their locations in many different ways. For instance, they have to spend money to travel to town to attend classes conducted by the institutions of higher education in satellite centres as they are mostly based in the urban areas (Downing & Peckham-Hardin, 2007:12).

2.9.4 Training Programmes for Professional Specialists

Eleweke and Rodda (2002:115) report that a lack of training programmes for therapists (occupational therapists and physiotherapists) employed in the DoE is detrimental to the effective provision of learner support services. McEwen (1995:1) raised the same concern that many therapists do not understand their therapeutic role in a school setting and the education laws governing inclusive education. In essence, these authors caution that if the situation is not addressed urgently, the specialists' role in inclusive education and support to school managers would continue to be limited and misconstrued. In the process, the school managers' support role would also be adversely affected by delays owing to the on-going misunderstandings.

2.9.5 Relation of Special Schools' Role as Resource Centres to Full-Service Schools

The role of special schools as resource centres in supporting expansion of inclusive education is accentuated by White Paper 6 policy on inclusive education. The policy postulates that special schools would not be closed, but would form part of the district based support team (DBST), and the expertise of its teachers and staff would be utilised for outreach services such as training of teachers in full-service schools and sharing the best practices with regard to assisting learners with barriers to learning (DoE, 2001:21). The guidelines for special schools indicate that they should serve as resource centres and stipulate the kind of support services

they should provide to ordinary mainstream schools including full-service schools (DBE, 2016:18-19). These roles are stipulated below.

- **Learner, family and community support**

  Special schools should offer learner and family support through therapeutic support and counselling of parents of learners with barriers to learning, and to work with the community and keep them informed by conducting advocacy and awareness programmes.

- **Curriculum and capacity building support**

  Special schools should provide support to teachers in full-service schools and ordinary schools with flexible curriculum planning and delivery and to share the best teaching practices on the use of assistive devices for curriculum differentiation to support learners with barriers to access curriculum.

- **Resource and facility support**

  Special schools should serve as a resource base for storage of expensive equipment and offer technical support on maintenance and usage of expensive equipment to full-service schools and other mainstream schools.

- **Driving innovative pilots**

  Special schools should be innovative and draw support from business, NGOs and other departments to introduce learnership training programmes for learners doing practical subjects in preparation for post-school work experience. However, it has been observed that special schools are not yet in a position to enhance the White Paper 6 obligation of supporting full-service schools to be ready for inclusivity.

2.9.6 Curriculum Support Services for Inclusive Education

The subdivision of subject advisory services has a significant support role to offer to school managers and teachers working in full-service schools. In terms of the guidelines for inclusive teaching and learning as stipulated by the DBE (2010:12), in South Africa, the support of learner diversity in the classroom is mediated through the NCS, meaning that there is no separate curriculum for learners with disabilities or barriers to learning.

According to Hoadley (2012:17), the apartheid curriculum disempowered school management and teachers, and it was characterised by a top-down approach with more information deficit. In particular, teaching was authoritarian and rooted in rote learning and drill work. Teachers largely presented content in an abstract form and learners were left with no option but to be passive recipients of information. Under this situation, most learners could not perform to the best of their abilities and learners with barriers were highly vulnerable and disadvantaged.

White Paper 6 (DoE, 2001:29) recommends that curriculum specialists (subject advisors) should train teachers on inclusive education curriculum delivery skills of curriculum differentiation and adaptation. Subject advisors should work collaboratively with officials from the division of inclusive education to monitor and assess the quality of learning programmes, and diagnose limitations as far inclusion is concerned.

According to Nel et al. (2012:119), curriculum differentiation promotes effective teaching and learning because it gives all learners the opportunity to show what they can do with the content. The discussion above indicates the crucial role of curriculum specialists in rendering curriculum support services to school managers to ensure that the best teaching practices that improve accommodation of learner diversity are maintained.

2.9.7 Knowledge of Barriers to Learning and Development

In terms of White Paper 6 policy, the primary goal of the establishment of full-services/inclusive schools is to construct a new cost-effective model of education provision for all learners in the neighbourhood. In doing so, the DoE (2001: 17) recognised that learning barriers are not confined to certain groups of learners in a school, but are prevalent in all learners, and if not addressed optimally, they may lead to poor teaching and learner performance, and ultimately force them to drop out of the system.

In terms of the guidelines for inclusive teaching and learning (DBE, 2010:12) barriers to learning are factors that temper with the rendering of effective and efficient teaching and learning. To improve efficiency on managing learner diversity in full-service schools, school management and teachers should have insight and knowledge of different barriers to learning, their nature and implications for teaching and learning activities (Hoadely, 2013:144; Nel *et al*, 2012:48; Winkler, Modise & Dawber, 1998: viii). This would enable the school managers to identify learners with barriers early and to organise appropriate support for them in school and classrooms (Westwood, 2001:191). Some of the most prevalent barriers to learning and

development are mentioned in Table 2.1 below. The researcher uses his discretion to group the barriers in the table into four themes in order to make it easy for the reader to recognise them:

Table 2.1: Types of barriers to learning

Pedagogical barriers	Socio-economic barriers	System barriers	Disability barriers
Lack of content knowledge; what is being taught not making sense to learners.	Domestic violence and HIV/Aids epidemic	Overcrowded classrooms.	Physical, intellectual and sensory disabilities.
Inflexible curriculum approach, e.g. poor methodologies	Poverty and unemployment	Poor infrastructure (no ramps, walkways, adapted toilets, shortage of classrooms.)	Intrinsic neurological disorders e.g. Autism, Down syndrome, Cerebral palsy etc.
Language and communication barriers	Migration and child-headed families.	Lack of professional specialists in schools.	Developmental delays e.g. gross and fine motor that affect perceptual and writing skills etc.
Non-recognition of multiple intelligences	Negligence and lack of parental involvement	Inadequate support from other departments and subdirectories.	Support based on category of disability and not levels.
Attitude of teachers for inclusion	Non-stimulant home environment due to parent illiteracy	Lack of posts for learning support teachers in schools establishment.	

Source: DBE. (2010).

2.9.8 Statutory and Regulatory Framework on Inclusive Education

This section highlights the education laws, policies and guidelines that empower the role of school management in inclusive education and in the establishment of full-service schools.

- **South African Schools Act 84 of 1996**

Section 5 of SASA endorses the incremental participation and social integration of learners with disabilities and barriers in mainstream schools. The Act supports the development of ordinary public schools into full-service schools/inclusive schools.

- **The White Paper 6 policy on Inclusive Education of 2001**

White Paper 6 is a primary statutory document published in June 2001, which provides a framework for the development of all subsequent guidelines. The policy acknowledges the establishment of a single inclusive education and training system that addresses a broad range of learning needs experienced by learners in mainstream school settings (DoE, 2001:17). It also endorses the expansion of inclusive education in ordinary mainstream schools by advocating that all children should learn in the same school setting with coordinated support, structures, management systems, and teaching methodologies that respond adequately to their learning needs (DoE, 2001:6).

White Paper 6 prescripts outline that the system, officials and school management should move away from the prejudiced, biased and exclusive processes of enrolling learners in special schools, considering only medical records and disability, and overlooking the pedagogical barriers and system barriers (DoE, 2001:7).

- **Policy on Screening, Identification, Assessment and Support, 2014**

In fulfilment of the White Paper 6 objective to meet the educational needs of individual learners, the DBE introduced the SIAS policy in 2014 (DBE, 2014). The purpose of the SIAS policy is to provide a standardised procedure for school management and other stakeholders (parents, teachers, community members, professionals) on how to determine the intensity of the learning barriers and to organise relevant support mechanisms that would allow the affected learners to access quality education with their peers in their local schools (DBE, 2014:1).

The SIAS policy empowers school management and stakeholders to plan, decide and organise in advance, the resources that include budget, human resources, support programmes and material resources such as assistive devices to support learners with barriers in teaching and learning activities. Furthermore, the policy is meant to guide school managers on how qualitative inclusive education can be rendered successfully in full-service schools and in the system in general. Therefore, it is crucial for school management to adopt it as a work utility tool for daily reference for effective implementation and management of inclusive education in schools.

- **The documents regulating inclusive education**

In addition to the policies and acts mentioned above, the DBE supports the province, districts and school managers and provides different guidelines for different elements of inclusive education, which are embedded in the prescripts of White Paper 6 (DoE, 2001:10). According to Collins Dictionary (2010: n.p.), guidelines are the rules or principles that seek to guide an organisation on how a particular activity should be done.

The purpose of the guidelines is to assist school management on how to make the expansion of inclusive education practical at school level, by explaining the concept of a full-service school, the roles of stakeholders, available support services and provisioning of resources needed and ultimately stating the indicators of envisaged full-service schools. The subsections below review the guidelines for different elements of inclusive education and their areas of focus.

- **The guidelines for full-service /inclusive schools, 2010**

The establishment of full-service schools is one of the priorities outlined in White Paper 6 (DoE, 2001:30). The purpose of this is to prepare ordinary mainstream schools to become inclusive education centres that can accommodate learner diversity. The main objective of the guidelines is to explain what a full-service school is, its characteristics, provide school managers with a practical framework on how to change an ordinary school into an inclusive school (DBE, 2010:1-2).

- **The Guidelines for Inclusive Learning Programmes, 2005**

White Paper 6 calls for a flexible curriculum delivery by all teachers in the classrooms of all schools in South Africa in order to mitigate the exclusion of learners with barriers to learning (DoE, 2001:16). It also seeks to capacitate teachers with curriculum differentiation approaches that enable them to adapt, modify or adjust the content without losing the key objective of the curriculum and escalate the achievement of curricular goals by different kinds of learners in the same school.

Furthermore, the DoE (2005: 8) prescribes the guidelines for developing inclusive learning programmes to guide school management, teachers and education officials on how to handle learner diversity in the classroom during curriculum planning by differentiation of learning programmes, work schedules, lesson plans, and assessment strategies. The guidelines serve to

address the concern articulated in White Paper 6 that inflexible curriculum delivery practices by teachers in many classrooms are some of the most significant barriers to learning and development for learners with learning barriers or disabilities (DoE, 2001:19).

- **The guidelines for inclusive teaching and learning, 2010**

The guidelines for inclusive teaching and learning are intended to improve knowledge of school managers and teachers on different learning barriers, which impacts negatively on their teaching and learner performance. Furthermore, the guidelines serve to strengthen school managers' capacity to manage learners' diverse educational needs at organisational level and teachers in their subject and classroom activities (DBE, 2010: 21). The guidelines prepare and sharpen the school managers and teachers' abilities to identify learners experiencing barriers in time, accordingly and without prejudice (DBE, 2010:9).

The above guidelines demonstrate that curriculum differentiation and the individualised support plans for learners experiencing barriers in ordinary mainstream schools is approved and regulated by education laws in South Africa. In the context of this study, the school managers in full-service schools are to protect and provide social justice to all kinds of learners in the school, which should also be reflected in teaching and learning (Taylor, 2003:4).

Inferences made from the literature review are that inclusive education entrenches social justice at school level to prepare citizens and future leaders of the country for asocial order that creates equal life opportunities and freedom of participation for all citizens (Jeanne-Marie, Normore & Brooks, 2009:3).

2.10 THE CHALLENGES UNDERMINING EFFECTIVE MANAGEMENT OF INCLUSIVE EDUCATION

Effective implementation of inclusive education requires all stakeholders particularly school managers to undergo a paradigm shift in terms of attitudes. In other words, they should relinquish old autocratic management practices and adopt a democratic management style (DoE, 1996: 32). In a democratically managed school, the school managers are expected to use persuasion and negotiation skills effectively, to ensure that all the members of the school community accept inclusive education (DBE, 2010:13). The sections below explore some challenges that affect the role of school managers on inclusive education provision.

2.10.1 Undemocratic Authority and Conservative Practices

According to Knight (1999:7), the major obstacle to fully-fledged inclusion practices in ordinary mainstream schools may be that the majority of the current school managers and teachers either do not support democracy or do not take into cognisance inclusive education principles mentioned earlier. Sadly, some school managers still cling to the traditional authoritarian practices, which do not promote participatory approach that involves the contributions of all stakeholders (Stubbs, 2002: 33). In such a situation, democratisation of a school is not easy, that is, where democratic values and ethics are low or not upheld and collaborative work cannot be promoted (Naidu *et al.*, 2011:10).

In their book that explores the effect of traditional practices in mainstream schools, Landsberg and his colleagues (2011:4) assert that the current conventional practices in some schools still resemble those of the apartheid education system. For instance, research indicates that some school managers and teachers in South Africa still hold the view that it is not their job to teach learners with barriers, and as a result, they seem to be often tempted to criticise the new developments and lack a sense of social responsibility (Naicker, 2006:2).

Hellriegel et al. (2008:93) emphasise that members of the school management should do their utmost best to eliminate the conservative practices and recognise that teachers under their supervision, as do the learners, bring into the institution, complex behaviours and values that can only be best managed through the democratically orientated code of ethics.

2.10.2 Attitudes of Teachers towards Inclusion

Oswald and Engelbrecht (2004:20) contend that the real change in the education system is inclined to a change of attitudes of all stakeholders, and in the case of this study, this could refer to the school managers and teachers. Unfortunately, 17 years after the proclamation of White Paper 6, there are still many teachers in the system who still have negative attitudes towards inclusive education in most ordinary South African schools (DBE, 2011; Swart et al. 2002:170).

According to Unianu (2012:901), the negative attitudes of teachers towards inclusive education can be attributed to a number of factors such as the age and experience of the teacher, and a lack of relevant professional knowledge and skills regarding barriers to learning and children with special education needs. Engelbrecht and Green (2009:2) concur with this and ascribe the backlogs to the fact that, for a long period, mainstream teachers were denied access to

professional specialist services and support programmes for learners with disabilities, and as a result, most of them felt threatened by teaching learners who did not respond to their teaching as expected.

The status quo overlooks the proposal made by inclusive education advocates that all children including those with disabilities or barriers to learning can learn in mainstream schools located in their neighbourhoods, provided the necessary support is available (Stubbs, 2002:23). In this regard, Mathibe (2007:533) emphasises that the DoE should ensure that school managers and teachers have positive attitudes towards inclusive education and organisational change.

2.10.3 Vague Policy Framework

According to Kruss (1997:2), policies are designed to offer guidelines for actions and directives on how the activities of the departments, sections and schools may be controlled and implemented effectively. After many years of democracy in South Africa, the implementation of inclusive education policy in schools is still wanting. This is confirmed by a recent progress report to Parliamentary Monitoring Group, which acknowledged that in some instances, the implementation of inclusive education has fallen short, and to counter this, a "Stop and Patch" approach has been applied to address issues of inclusive education (DBE, 2012:1).

Molale (2007:3) argues that during the monitoring visits by the officials of the DBE, school managers and support teams reflected more uncertainty regarding inclusion policy. They cited pressures caused by a plethora of other education reform policies such as SASA, Whole School Evaluation (WSE), HIV-AIDS, and Safety, which are often presented without practical guidelines on how they should be the classroom situation. Some studies have confirmed that, currently, the predicament facing school managers in South Africa involves vague policies, which lack a solid body of evidence that guides a proper construction of full-service schools (Knight, 1999:4; Samoff, 1996 cited in Engelbrecht, 2006: 255).

The scenario presented above epitomises a situation where "integration policy falls flat", meaning that even the most special schools currently provide education and support to learners at risk on a trial and error basis (Van Leeve, 2013:2). This is partly because the policy guidelines on how full-service schools should look or what resources they should have are not implemented uniformly since every district uses its discretion. However, Knight (1999:5) proposes that inclusive education attributes should be piloted on a small scale (e.g. one

classroom) with a significant degree of experimentation, and then gradually extended to other classes or areas of school life.

2.10.4 Inadequate Resources and Institutional Capacity

In general, school management members are often under pressure to exceed the capacity of their schools owing to the political decision of the no-fee schools. Additionally, the advocacy for inclusion of learners with barriers and disability in full-service schools has increased access to school for many children as required by the Constitution of the country (Molale, 2007:2; RSA, 1996, Section 29). However, the downside of this is that it has intensified the problem of overcrowding and shortage of classrooms.

School managers are also frustrated by delays in interventions from other institutions such as the Department of Health, the Department of Social Development and the South African Police Services. These institutions often cite budget constraints and a lack of transport as the reasons for not acting promptly and on time on cases referred to them by schools. This problem is not new, since as way back as 2002, Eleweke and Rodda (2002:117) reported that the DoE did not allocate post provisioning for itinerant professional specialists in each sub-district, and as a result, SIAS strategy and other intervention measures could not be implemented effectively as stipulated by inclusive education policy.

2.10.5 Inadequate Training of School Managers

Wedell (2005:7) emphasises that for inclusion to succeed in full-service schools, school managers should be capacitated to manage the changes in their institutions effectively so that they can translate policy objectives into practical actions. The task team report on education management development appointed by the former Minister of Education, Prof. Sibusiso Bhengu confirmed that there is a need to capacitate school managers with knowledge and skills regarding change management in schools (DoE, 1996:32). Naicker (2006:1) espouses the task team's resolution by proposing that for management and teachers to be more adaptive and active in inclusive education, knowledge of the origin and purpose of inclusion is critical because it affects how they perceive, think, teach, and manage inclusion in their schools.

The National Education Policy Act: Norms and Standards for Educators and the National Policy Framework for Teacher Education and Development in South Africa advocate CPD for school management and teachers to nurture the adoption of inclusion practices (DoE, 2009:16).

It seems that the DBE and the majority of school managers of designated full-service schools are lagging behind with regard to meeting this requirement.

The concern is noticed during monitoring where in most instances, the plans of school managers do not address inclusive education needs. Naicker (2006:6) equates successful implementation of inclusion practices in learning environments to personnel who possess functional knowledge and skills needed to assist with appropriate responses to diversity and education for all. He further suggests that training should not be restricted to policy goals and aims only, but should have practical suggestions.

2.10.6 Inadequate Staff Provisioning in Full-Service Schools

According to the guidelines of full-service schools, a full-service school must have additional support staff to improve management of overcrowded classes and be able to provide additional support programme to learners (DBE, 2010:19). In terms of the post-provisioning norms for full-service schools, a school with 500 learners and above must have full-time learning support/remedial educator who are capacitated to support the implementation of inclusive education (DBE, 2010:19).

It is concerning that the objective mentioned above has not been met sufficiently in the Dr Ruth Mompati District, since out of 34 identified full-service schools, only nine had full-time learner support educators. The status quo is likely to remain the same for some time owing to the current provincial programme of school rationalisation, which involves closing and merging some schools.

2.10.7 Curriculum Changes

OBE philosophy also known as Curriculum 2005 was introduced in 1998 as a tool of transformation from apartheid education philosophy (Christies, 2006:378). One of the key elements of OBE curriculum is learner-centred teaching practices, which require that teachers should consider that learners have different cognitive abilities when preparing for teaching and learning activities (Harley & Wedekind, 2004:197). In the light of this, it was endorsed as relevant to create suitable conditions for inclusive education (Naicker, 2006:5). OBE faces implementation challenges and was revised and implemented as follows:

- 2002–Revised NCS (White Paper).
- 2005– NCS.

- 2012– Curriculum Assessment Policy statement.

The curriculum changes have far-reaching implications for school management and inclusive education. Moran and Brightman (2000:111) express their experience of the negative effects of constant curriculum changes thus, "Change strikes at teachers' sense of purpose, identity and mastery", meaning that the school managers and teachers got frustrated as they were under constant pressure to learn new ways of curriculum planning and revised assessment structure.

The situation painted above propels teachers to develop negative attitudes against education reform policies in the system. The effects of OBE still haunt the system up to now, and the inclusion of learners with barriers in mainstream schools is a daunting task for the school management (Hoadely, 2012:182; Westwood, 2001:191). Another downside of curricular changes was that they put school management under pressure to convince teachers to learn and adapt to the endless changes, which evoked negative responses that led to resistance and conflicts between managers and teachers in schools (Wedell, 2005:7).

2.11 CHAPTER SUMMARY

This chapter discussed the background and development of inclusive education nationally and internationally. The theoretical framework and theories that underpin the discourse of inclusive education were presented. The models of inclusive education were reviewed and the concepts of leadership and management were defined, as they are central to understanding the role of school managers in the provision of inclusive education in schools. The chapter also highlighted the structural, contextual and professional factors that support the provision of inclusive education.

The chapter also explored the concept of CPD as proposed by Bush (2008:29) and the DoE (1996:28). Literature has established that, generally, little has been done to prepare school managers thoroughly on the policy and practices of inclusive education (Tarsic et al, 2011:9; Bush, 2008: 30).

The challenges that hinder effective management of inclusive education in South African schools with reference to the present study were discussed. Literature has revealed that the majority of school managers and teachers in designated full-service schools were deeply entrenched in the belief that separate education provision for learners with barriers in special schools and by special education teachers should be continued (DoE, 2001:9; Mathibe, 2007:525).

Literature acknowledges that managing the provision of inclusive education and the development of full-service schools with high performance standards is not an easy task (Mathibe, 2007: 415; Bush, 2005:2). These authors further contend that the successful implementation of inclusive education in a manner that benefits all learners and the entire education system relies on school managers' knowledge of and skills in inclusive education. The following chapter discusses the research methodologies with special focus on qualitative approach and the multiple case study design chosen for this study.

CHAPTER 3:

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

In Chapter 2, literature regarding the origin and historical background of inclusive education was reviewed from the national and global perspectives. The conceptual framework and theories behind the introduction of inclusive education and training system were explored. The concepts of leadership and management were explained as well as the role of school management in the provision of inclusive education and establishment of full-service schools. Towards conclusion, factors that support inclusive education and the challenges affecting the role of school management were discussed.

The chapter discusses the research design and methodology, research methods, and the research procedures and processes used in the selection of participants. The methods and research tools chosen for this study are assumed to have qualities that may assist the researcher to explore in depth, the impact of school management on the provisioning of inclusive education in full-service/inclusive schools.

3.2 RESEARCH METHODOLOGY

Wahyuni (2012:71) explains the concept of research methodology as a combination of procedures or tools and techniques adopted by the researcher to collect data for his/her study mediated through a particular paradigm. This is confirmed by Creswell (2003:5) who explains methodology as a meticulous process of data collection and analysis, which researchers employ skilfully to accomplish their research goals. This study falls within the social science research in the discipline of education, and involves understanding a complex human behaviour and thoughts about the provisioning of inclusive education in full-service schools. The research was conducted in the natural settings of participants, where the researcher interacted with them, which underlines the key characteristic of qualitative research (Burgess, 1985:8, Lincoln & Guba, 1985 cited in Haigh, 2001:120).

3.2.1 Research Paradigm

Bryman (2004:1 cited in Cohen and Crabtree, 2006:2) explains paradigm "as models or frameworks that are derived from a worldview or belief system about the nature of knowledge and existence". In support of the view above, Jourbish, Kurrahm, Fatima and Haider

(2011:2083) indicated in their study that there a number of qualitative research paradigms which the researcher can consider such interpretivism, positivism, post positivisms etc. For this study, the data were collected, examined and discussed within an interpretive paradigm framework. The rationale behind the choice of interpretivism paradigm is the fact that for a qualitative case study to maintain a high degree of credibility, it should be conducted using participants who have already interpreted their own situation. By implication, participants have possibly attached some meanings while they construct and replicate their experiences in their daily activities, and the chances of constructing new ideas together with the researcher in a short space of time are optimal (Glaser & Laudel, 2013:np).

The reason for the choice of interpretivist paradigm is that firstly, it helps the researcher to find the nature of behaviour of school managers towards inclusive education from their subjective experiences and natural settings within a short time lag (Mack, 2010: 7; Thanh & Thanh, 2015:24). Moreover, an interpretivist paradigm buttresses the theory of socio-constructivist under which this study is framed as discussed in Chapter 2 and qualitative research processes. For example, the data collection methods of interviews, document analysis and observation are conducted face-to-face with school managers and other stakeholders to understand their views in respect what they perceive as knowledge and truth about inclusive education (Wahyuni, 2012:71).

The interpretive paradigm was preferred for this study by the researcher on the basis that it supports the view that reality is manifold, and applies the logic of replication, meaning that the procedures are replicated for each case to strengthen trustworthiness of the research information (Yin, 2003 cited in Creswell, 2006:74). An interpretive research paradigm is a kind of a personal-orientated approach. For case studies, it is a flexible research structure for producing and reproducing data needed to construct new information that responds to research questions (Carson et al., 2001: n.p. cited in Prabash, 2012:3).

According to Newby (2010:115), the main goal of interpretive research is to value and interpret the social reality drawn from human behaviour rather than to generalise and make prediction on the basis of a cause and effect principle only. Most importantly, a qualitative interpretive research does not set predetermined concepts for participants as opposed to quantitative research that depends on statistical data analysis. In other words, the process (interpretivism) is able to assist the researcher to comprehend and interpret the impact of school management on the provisioning of inclusive education (Elliot & Timulak, 2005:149).

An interpretive framework supports close collaboration between the researcher and participants, and acknowledges that human perceptions and behaviours are complex qualities and could be interpreted better in a relative situation, that is, when subjects are studied within the parameters of their natural environment (Creswell, 2003:9).

3.2.2 Qualitative Research Methodology

For the scholar to inductively make authentic explanations in relation to the research problem and questions, the qualitative research approach is chosen over the quantitative approach owing to the reasons stated below:

- Qualitative approach has been used consistently over a century to conduct social and human science studies to obtain information directly from the affected people's point of view in their natural settings (McMillan & Schumacher, 2010: 25).
- Qualitative inquiry targets a smaller focus group (a small group of people chosen/selected to represent different social classes/positions/subgroups asked to discuss or give their opinions about a particular subject) allowing spontaneity from participants, which increases efficiency of data collection and analysis.
- Qualitative research is highly flexible in comparison to quantitative research in the sense that it poses open-ended questions to prompt enough information from participants, as opposed to quantitative research with fixed or closed and identical questions.
- In qualitative approach, the researcher is able to interact with the participants and the relationship is less formal between the researcher and participants. Under these circumstances, undesirable reactions like anxiety and uncertainties are minimised and more important clarifications can be attended to immediately by the researcher (Leedy & Ormrod, 2005:34).
- Qualitative approach utilises an inductive reasoning method as opposed to deductive reasoning practised in quantitative research. Inductive reasoning requires the researcher to conduct the study from concrete evidence received during the empirical research (Babbie, 2007:46).
- Conclusions are drawn from participants' specific instances including mixed thoughts, beliefs, contradictory behaviours, opinions, experiences, and interpretation of a research problem focusing on a particular group or sampled population.

Based on the above-mentioned qualities of qualitative research approach, the researcher is of the view that the use of qualitative research method is suitable for this study, which sought to understand the impact of school management on the provisioning of inclusive education in full-service schools. A qualitative study is often associated with an interpretivist paradigm, which is discussed in the next section.

3.2.3 Research Design

According to Kumar (2011:94), research design is a structured plan of action adopted by the researcher for his or her study, with a view that it would serve as a catalyst to collect data and evidence that can provide relevant explanations and answers to the research problem and questions. In other words the author understands it as a strategy of inquiry mediated through a systematic approach to ensure that the outcome of an investigation is not bewildered with flaws and prejudice.

Mouton (2012: 20) escalates the views of Kumar and further defines research design as an aspect of scientific research concerned with the logic of interacting with evidence (body of knowledge) collected. He contends that a properly instituted research design increases the chances of generating authentic data and results. He further clarifies that research methodology is about procedural matters like gathering data and analysing it. While on the other hand, the primary goal of a research design articulates an action plan regarding data at hand and Mouton (2012:22) sums up this goal as follows:

- The goal of a research design is to minimise ambiguity of research evidence.
- A research design serves to assist scholars to make valid inferences that can stand theory testing.
- A good research design will predict competing explanations, before collecting data.
- A research design allows the researcher sufficient time to assess and read explanations with better insight.

3.2.3.1 The case study research design

The research design chosen for this study is a multiple-case study because it is participants- and context-centred (Saldana, 2008:30). A case study was used in this study since it is suitable for studying a small sample intensively. Creswell (2009:13) defines a case study as a tool of research that researchers adopt to study a unit of a population as a specific case within its

participants to address the research problem or questions stated against the phenomena investigated.

A case study design has been adopted because it is user-friendly, it's a broad-based approach able to draw adequate and accurate information within a short space of time needed to answer the research questions (Mouton, 2012:23). A case study design was found to be ideal based on the reasons indicated below.

- In social science research studies involving human experiences, a case study method has the potential to lead to formulation of interesting explanations more than purely statistical surveys.
- Case studies are flexible and utilise multiple resources thus helping the researcher to do a comprehensive exploration of research questions such as interviews, observations etc. (Heale & Twycross, 2018:7).
- The researcher's subjective experience may jeopardise the credibility of data analysis consciously or subconsciously, if not controlled. Based on the above advantages of a case study, it is assumed that it will assist him to maintain objectivity when listening to participants' responses and during the stage of data analysis in order to keep the research in context and focus (Cohen & Crabtree, 2006:1).

A case study research is selected out of many qualitative research strategies because its dynamic and flexible research method for in-depth investigation of a complex social issue in this case inclusive education system (Zainal, 2007:1). Based on the advantages articulated by Zainal, a case study was found suitable for this study to examine the impact of school management in the provisioning of inclusive education. According to Brown (2008: 10), a case study has the potential to present a humanistic, holistic comprehension of complex situations and is a distinctive valuable research tool of inquiry in social research. Brown expounded further that qualitative case studies have clearly defined boundaries in terms of time and space.

3.2.3.2 Use of a multiple case study design

A multiple case study involved five schools that were invited to participate in the research. Each research site was studied individually and a unique presentation of each site is narrated. The participants of each site were requested to share their knowledge and vast experiences candidly in relation to the provisioning of inclusive education in that particular site (Heale & Twycross, 2018:8). The rationale behind the multiple case studies is to show different

perspectives on the research topic, widen the scope of data collection, considering issues of credibility and authentication, and to reflect on similarities and differences across the cases (Cohen & Crabtree, 2006:1).

3.2.4 Population of the Study

According to Keyton (2010:125), a population of study in research refers to a group of people or objects selected by the researcher to represent a bigger population for the research on the premise that they have a sufficient potential to provide relevant data on the topic being investigated. In this study the population comprised of Principals, Deputy Principals, Head of departments and members of the school based support team from the five identified schools as research sites.

3.2.4.1 Sampling

After completing the process of identifying the population of the study, sampling was conducted. The sampling was necessitated by the fact, when conducting a social research study in particular qualitative research; it is not always feasible to include all members of the targeted population. Bless and Higson-Smith (2010:85) define sampling as a subset or a sample representative of the whole population selected to participate in a research process and whose characteristics are the same to enhance the credibility of the research outcome.

The qualitative research approach was selected for the study, because it is essentially non-random, secondly it utilises small number of the participants; therefore its sampling approach is regarded as purposive (Leedy & Ormrod 2010:147; Maree 2007:79; Trochim, 2006:1). It is against the backdrop, and the quest to achieve the principle of fairness and impartiality that purposive sampling was preferred in this study, because it is a non-probability sampling strategy that warrants the researcher to purposefully select the participants and sites on the notion they have extensive knowledge of the study as described by Keyton (2010: 129).

Purposive sampling was used to purposefully select a total of 40 participants (Principals, Deputy Principals, Department heads and members of the school based support team) and five research sites (schools) for the research in Dr RSM district, using his/her prior knowledge that this individuals, groups and institutions can best help to comprehend the phenomenon being investigated (Creswell, 2012:206). Therefore in this study, purpose sampling optimises the authenticity of data collected and the credibility of findings of the empirical research in section five (Devers & Frankel, 2000:264; Strydom & Delport, 2011:391).

3.2.4.2 Research sample and size

Trochim (2006:1) argues that the following question is critical to motivate sampling: "Who do you want to generalise to and back up the information gathered?" He submits that when sampling, the researcher should keep in mind that the explanations and responses from a sampled fraction of the population speak on behalf of the entire population affected by the research topic. The author's view is in line with the core objective of conducting qualitative research that is to get information-rich participants in order to generate in-depth findings. In this qualitative research multiple case studies was adopted, and 40 participants from five full-service schools participated.

The selected schools were identified and notified of the intention to conduct research immediately after the ethics clearance certificate was granted (see Appendix C). In order to draw clear and precise information, only full-service schools with at least five years' participation record in inclusive education were requested to take part. Equally so, to be considered for participation in the study, the staff ought to have a minimum of five years teaching in a full-service school and must have attended inclusive education training, and in the case of schools, they ought to have physical and material resources. The four participating schools were accessible and located within the distance of less than 100 kilometres and could be reached with either private or public transport. Table 3.1 below illustrates the sample population.

Table 3.1: Final sample size

Participants	**Numbers**
Principals	05
Deputy principals	05
HoDs (school based)	10
SBST (School Based Support Team members)	20
Total	40

As indicated above the sample comprised of members of school management including principals, deputy principals and departmental heads who are designated members of the school management and have knowledge of education legislature in terms of SASA, White paper 6 etc. The school managers (as indicated in opening sentence) are required by the department to

implement inclusive education as prescribed by SASA, White paper 6 and other related legislature, therefore they can help the researcher with information pertaining to provision of inclusive education in their respective full-service schools. Apart from the designated SMT, the sample included members of the SBST. This is in line with White Paper 6 and the guidelines for full-service schools that inclusion in full-service schools is a collaborative effort and not the sole responsibility of the senior management (DoE, 2001:29; DBE, 2012:13).

In line with qualitative research, participants were visited in their natural settings to gather information personally for the investigation to be more effective and credible (Myers, 2004:242). In conducting the study, the ethical standards were upheld, and these included impartiality, honesty, integrity, and being a passive participant-observer as opposed to be an experimenter during the collection of data, analysis and reporting of results. The research sites and participants were assigned codes A-E according to the number of participating schools.

The codes for school principals and deputy principals were italicised capital letters, and for the members of the SBST and HoDs, a small number was attached to the capital letter:

- Schools: School *A*-*E*.
- Principals: P*a*–P*e*
- Deputy Principals: DPa-DPe
- Heads of Department: HoDa-HoD*e*
- SBST members: Ma–M*e*

3.3 BIAS OF THE RESEARCHER

According to McNeill (2013:1), to maintain the credibility of the findings and data, the researcher should avoid being biased and subjective. Subjectivity occurs when the researcher is tempted to use his/her personal viewpoints when engaging with participants or data. In upholding ethical standards of research and to eliminate subjectivity, during the process of interviews, the researcher should motivate the participants to engage with him as a guest and not from the lens of an official of the Department of Education or a colleague. Moreover, the participants should be assured that their responses are not about good or bad answers, but about providing the original information and truth about what they know about the phenomenon being investigated.

3.4 DATA COLLECTION STRATEGIES

A variety of interdependent data collection strategies were administered in this study to gather data, namely observations, interviews, as informed by some studies (Creswell, 2006:75; Leedy & Omrod, 2010: 145). The choice of more than one data collecting instruments is deemed sufficient to strengthen the trustworthiness and quality of data. These instruments allowed for the exchange of ideas between the researcher and the participants and to collaboratively construct meaningful reality from the data (Cohen & Crabtree, 2006:1).

3.4.1 Participants' Observations

According to Driscoll (2011:162), participants observation is qualitative research strategy, used by the researcher to collect data in primary research using his/her senses by observing the participants activities and behaviour in their workplace. Qualitative observation strategy was applied at the research sites using observation protocol to jot down field notes on the behaviour of staff and other adaptations necessary to make the school management ready to provide inclusive education at the full-service schools. In these field notes, the researcher records the phenomena of interest, in an unstructured and semi-structured way using some prior questions that the researcher wants to know about (Creswell, 2009:181). An observation on site was carried out prior and post the interview sessions, during the school visit on set times as agreed with the principals on the following aspects:

- Infrastructure or physical facilities.
- Environmental access e.g., rails, ramps, walkways and signage.
- Curriculum management: Lesson activities in classrooms and use of material resources or assistive devices to enhance learners to bypass barriers.
- Availability of policy documents: White Paper 6, Guidelines for full-service/inclusive school, guidelines for inclusive teaching strategies.
- School vision and mission

The participants' observation exercise helped the researcher to have an extensive view of the school culture in relation to inclusion practices and how the school facilitated the expansion of inclusive education in their respective schools (Leedy & Ormrod, 2001:158).

3.4.2 Interviews

According to Tuckman (2012:216), interview is a highly flexible instrument that has the ability to yield a great deal of useful information in a shorter period of time from participants. The interview schedule allows the researcher to explore the underlying thoughts, feelings and behaviours from participants (individuals or groups) in different contexts and to ask questions related to facts and people's beliefs. The researcher chose two forms of interview approaches, that is, individual and focus group interviews, as they are deemed ideal for providing rich data and in-depth analysis from the interviewees (Greef, 2011:12).

The individual interview gives the researcher an opportunity to probe the statements from the participants immediately, saves time for the participants and enables them to engage actively until the end of the session with little physical exhaustion experienced (Greeff, 2011:342). On the contrary, focus group interviews are used to gain insight into how a group of people feel or think about an issue under investigation, and the method is popular for its versatility to trigger responses or ideas that could have been missed in the individual interviews. Focus group interviews can ignite issues such as collective wisdom of the participants and efficiency to acquire information with fewer complexities from a diverse group of people in terms of costs, time and quick results (Shrimpton, 2012:1). Two forms of interviews (individual and focus group) were administered in this study.

a) Individual interviews

The researcher interviewed principals and deputy principals who are typically senior members of the SMT individually. This is because of their small number and all had confirmed their availability prior to the commencement of data collection. The semi-structured interviews schedule was used for the principals and deputy principals with the same set of prepared questions, to ensure uniformity and standardisation in the questions posed and responses and results generated. The rationale for subjecting the principals and deputies to individual interviews lies in the interpretive paradigm, which prioritises understanding the individual experiences and social constructions with a deeper insight.

Equally so, principals and deputy principals are accounting officers charged with the responsibility of driving the policy implementation at school level. Hence, the researcher needed more time to draw their unique experiences, interpretations, plans and explanations of what they encounter in the process of implementing inclusive education and development of

full-service schools. The key objective of interpretive research is to assist the researcher to explore and understand individual subjective experiences with the conviction that knowledge construction is personal. In addition, knowledge construction can lead to innovative thinking and discovery of new ideas and opinions that are significant to provide relevant answers to the research problem (Lincoln & Guba, 2013: 48).

b) Focus group interviews

The HoDs and SBST members were engaged in focus group discussions and were exposed to structured questions. The structured questions assist the researcher to ensure that the group does not lose focus and waste time deliberating on issues that are irrelevant to the research topic. The focus group interview was appropriate for this study because the researcher was able to draw the information from a large group of participants in a short period. Therefore, back and forth movement to the site was avoided and no extra costs were incurred. Members of the SBST are the staff members who are in the majority and spend 90% of their contact time working directly with vulnerable learners at classroom level. It was crucial to give them the opportunity to share their experiences about the provisioning of inclusive education in their full-service schools.

Focus group interviews also offered the researcher the extended opportunity to grasp common ideas and viewpoints that can be grouped into themes and later subdivided into subthemes. The focus interview exercise was a breakthrough because it created a conducive platform for the researcher to access information from some difficult and introvert participants, who may feel more relaxed with their peers to express or relate their views about the research questions. Apart from data collected from interviews, the researcher requested permission from the school manager to access classrooms and observe teaching at School C (Grade 3) and School D (Grade 1 English Class). The copies of the school vision and mission and the screening records of learners with barriers from specialists were requested.

The rationale behind the control of documents by the researcher was to abide by one of the key requirements of qualitative research, namely, to accumulate written evidence needed to complement verbal responses and to have an idea if there is an inclusive school culture. By inclusive school culture, the researcher implies to understand how things are done, by whom, at what time, for which purposes, and to determine if accommodation of learner diversity is a standing item in each site.

3.4.3 Audio Recording Material for Interviews

According to Farina (2014:2), audio-visual material refers to instructional material such as audio cassettes, records, digital cameras, video, slides, laser discs, and any non-paper multimedia material, which can be used to capture data during the research process on site. The researcher used the cellular mobile phone voice recorder applications in a meticulous manner to capture information during the interview process, and the recordings also help the researcher to take field notes (Maree, 2012:89). After every interview, I rehearsed the recordings of the participants input to reflect on the data and at the same time prepares it for the data analysis stage. In an instance where the audio recording was not clear or the point is unclear, the researcher called the participant to seek clarity on his/her viewpoint.

Prior to the interview session, the participants were assured of confidentiality and requested not to mention any specific name of a person or place. The researcher also explained that the purpose of audio recording was for quality assurance and strengthening evidence, for objectiveness, record and reference for data analysis at a later stage. The audio records were saved on a personal desktop and password-protected to limit access and ensure that information does not fall in the wrong hands.

3.4.4 Triangulation

What is triangulation in qualitative research? Triangulation is a qualitative research strategy, which employs more than one method to collect data on the same topic in order to respond adequately to research questions. Triangulation is meant to crosscheck data with more than one method in order to raise trustworthiness in the ensuing findings from the empirical study (Bryman, 2004:1).

Types of triangulation

Denzin (1970) as cited in Bryman (2004:2) distinguishes four forms of triangulation, namely, data triangulation, investigator triangulation, theoretical, and methodological triangulation.

- Data triangulation implies data collection using a variety of data collection instruments so that bits and pieces of data collected separately from different participants, times and social situations are compiled.
- Investigator triangulation refers to the use of more than one researcher in the field to gather and interpret data.

- Theoretical triangulation means the application of more than one theoretical position in interpreting data.
- Methodological triangulation prefers the employment of more than one method for data collection.

The methodological triangulation is principal in this study as discussed earlier (Section 3.3) it will be utilised for verification and reconciliation of data drawn from interviews and observation, thus maximising the chances of yielding results that provide accurate answers to the research questions. Additionally, various sources of information provide the researcher with more insight, broad-based comprehension of the research topic, and finally, the use of other methods compensates for weaknesses in the primary methods adopted (Jick, 1999:606). Data were obtained from multiple sources, namely, principals, deputy principals, HoDs, and teacher members of the SBSTs utilising a variety of data collection methods to illuminate the findings of the study (Leedy & Ormrod, 2001:105).

3.5 DATA ANALYSIS

Creswell (2013:1790) defines data analysis as a structured process which includes synthesising data collected during empirical research, organising it into manageable units, thus enabling the researcher to assess it. It also involves interpreting data by coding and organising it into themes and subthemes. Data was analysed qualitatively in the sense that I engaged with it by reading field notes and replaying recorded interviews immediately after the end of the interactive session with participants at the research sites. This exercise helped me to make thick descriptions of the original meanings and views shared by participants, and I worked on it to generate appropriate answers to research questions. In particular, the following techniques were employed to analyse data: transcription, reading through data and thematic content analysis.

3.5.1 Data Transcription

Data transcription means writing out information from an audio-recorded interview verbatim into notes (Oxford Mini School Dictionary, 2007:631). Transcription of data allows the researcher to conduct an in-depth review and verification of inputs, and where necessary follow up with the participants was done to alleviate information distortions by the researcher. The researcher jotted down the responses of the participants during the process of review sessions, and the recorded inputs and responses were later reconciled.

3.5.2 Reading through Data

The researcher read through the information gathered immediately after engaging with participants, while it was still fresh and clear in the memory. As mentioned above where the need arise, the participants were consulted telephonically for verification of information and no follow-up interview were scheduled. The reading through data strategy was utilised to sustain impartiality or to check whether the participants' views or contextual information is well represented (Henning, Van Rensburg & Smit, 2004:101).

3.5.3 Thematic Content Analysis

Braun and Clarke (2006:79) describes thematic content analysis as qualitative method for identifying, analysing and reporting patterns (themes) emerging from data. In line with this proposition, the researcher organised collected data into manageable units. The researcher identified themes and subthemes from the data collected from participants during interviews related to the main research question, sub-questions and aims of the research. The research questions were used as a framework for identifying information pertinent to themes or subthemes. From transcribed data, a pattern of unique views from the participants became clear and was noted in specific themes (support, roles etc.) for better explanations and understanding of the phenomena under study.

Braun and Clarke (2006:82) submit that "a theme captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set." They propose the following six steps to be considered for effective thematic analysis:

- Becoming familiar with data;
- Generating initial codes;
- Searching for themes;
- Reviewing themes;
- Defining and naming themes; and
- Producing the report.

The above-mentioned strategies were considered during data analysis and it is assumed that they have assisted the researcher to draw conclusions that are relevant to the aim and objectives of the research questions.

3.5.4 Data Coding, Decoding and Encoding

According to Saldana (2008:3), "A code is most often a word or a short phrase that symbolically assigns a summative, salient, essence capturing, and/or evocative attribute for a portion of language-based or visual data". I applied the descriptive code strategy because its characteristics closely resemble and meet the requirements of qualitative interpretive research discussed earlier. This is in line with the aim of qualitative research, namely, "to describe and understand social phenomena in terms of the meaning people bring to them" (Boeije, 2010:11 cited in Glaser & Laudel, 2013:7). During the processes of coding, decoding and encoding, the researcher consolidated primary data into categories and themes representing the main idea.

Coding is an interpretive act where a large volume of data is structured by applying codes to text in order to make sense of the descriptions or responses from participants. This step of the research project was used by the researcher to evaluate data inductively and to find the value they bring to answer the research topic and questions (Saldana, 2008:4). Decoding takes place when information from data is translated in order to work out and understand its core meaning without any intention to modify the originality of the descriptions. Encoding is a data analysis technique whereby raw data is being noted as a significant point and then is given an appropriate code for identification by the analyst or researcher.

Glaser and Laudel (2013:8) assert that during the process of data collection, participants supply information including the one not relevant to the research questions. They (authors) further assert that raw data or texts are not methodically linked to the research questions or the hypothesis upon which the research was proposed. Finally, they recommend that the initial stages of data analysis should focus on identification and linking of raw data to research questions. According to Saldana (2008:6), for the process of coding to be effective, the researcher is expected to develop an analytic lens. For the purpose of this study, the researcher filtered raw data through the lens of descriptive coding method.

The descriptive decoding method was regarded appropriate for qualitative research because under this type of research, the participants' narrative descriptions of data were scrutinised and summarised to identify themes on how participants' view the role of school managers in the provision of inclusive education. In addition, coding of data at initial stages of data analysis were applied to assists the researcher to breakdown a chunk of raw data into meaningful segments and to improve understanding of what is talked about on the text and relevance (Glaser & Laudel, 2013:n.p.).

3.6 ETHICAL CONSIDERATIONS

Resnik (2011:1) defines ethics as "a method, procedure, or perspective for deciding how to act before data collection and for analysing complex problems and issues". During data collection, the protection of participants against language, emotional, psychological, or intellectual abuse were prioritised. In this respect, the researcher was acting according to the ethical requirements of the University of South Africa. An application form was submitted to the College of Education Research Ethics Committee for ethical clearance certificate (See **Appendix E**) Thereafter permission was requested from the North West Education Department to visit schools for research purposes (see **Appendix A**).

Resnik (2011) cited the benefits of ethical norms in research as follows:

- Ethical norms in research promote the aims of research, such as knowledge, truth and avoidance of error.
- Ethical norms prohibit fabrication, falsifications or misrepresentation of research data.
- Ethical norms promote the values that are essential to collaborative work, such as trust, accountability, mutual respect, and fairness.
- Ethical norms in research also help to increase public confidence and support for research, and ethical lapses in research can significantly harm human subject or retard the quality of research data.
- Ethical norms serve to eliminate and sensitise researchers to avoid emergence of ethical dilemmas common in research, namely, informed consent, misconduct in research, conflicts of interest, and authorship (Lo, 2004). The norms and standard of behaviour expected were articulated to all involved in the research project (participants, research site managers and the North West DBE) as echoed by Resnik (2011:1).

3.6.1 Informed Consent

According to Parahoo (2006) as cited in Royal Nursing College (2009:1), informed consent is the process whereby the researcher tells the participants about their right to choose whether to take part in a study voluntarily and the right to withdraw even in the middle of the interactive session. In other words, informed consent is about decision to participate in the study and sharing all the necessary information concerning the research topic and to ensure that the research is based on sincere, fairness and honesty to all parties involved. Moreover, it should be noted that before the interview session commenced the purpose, procedures, risks and

benefits were discussed with prospective participants, meaning the people were not coerced or falsely recruited to participate in the research project but did so voluntarily (University of Leeds, 2011:1).

The researcher observed the informed consent principle by designing an information sheet and consent form **(Appendix F).** Finally, all participants signed a "letter of consent" that bear testimony that the ethical principle of informed consent was applied to the maximum expectation as emphasized by Leedy and Ormrod (2001:107).

3.6.2 Confidentiality

According to Cohen Manion and Morrison (2011: 65), confidentiality is the practice of ensuring that the participants are protected at all times and assuring them that information about them and their inputs will not be revealed to anyone, and only the researcher and the supervisor on behalf of the institution will have access to it. The researcher briefs the participants and explains their rights to voluntary participation, privacy, protection of identity and confidentiality (Chiromo, 2006:11; Maree, 2012: 307). In this study confidentiality was escalated to alleviate uncertainties and fear, the research inform the respondents that no information concerning their inputs will be released to the public. Data with regard to audio recording was downloaded in the desktop and protected by a password only known to the researcher to avoid access by wrong people and the notebook was not labelled The interview session were also conducted behind closed doors, therefore principle of confidentiality was participants and the school names were not called or referred to in the research.

3.6.3 Anonymity

Informed by Cohen et al (2011:64) and O'Leary (2010:42), anonymity is enhanced when the researcher cannot identify a certain response with a particular respondent on or post action research. Furthermore, anonymity was practised in this study because no participants' names and the school names were referred to in the research, instead codes were used.

3.7 TRUSTWORTHINESS IN RESEARCH

According to Krefting (1991:214), the quality of qualitative research project is based on trustworthiness. The following are Guba's (1981) aspects of trustworthiness, which makes qualitative research project to be an authentic research project:

- Truth-value means the study or findings are able to reflect the truth of the findings.

- Applicability refers to the ability of the study or findings to be tested against existing literature, other settings or context and other groups.
- Neutrality refers to the degree of objectivity portrayed by the findings during and after data collection, affirming impartiality of information and research conditions (Guba, 1981).
- Consistency deals with duplicability on theory pattern formulated during data analysis (Guba, 1981; Golafshani, 2003: 605).
- Credibility refers to the "adequate representations of the constructions of social world under study" Bradley, 1993:436 cited in Zhangh & Wildemuth, n.d.:8).
- Transferability refers to the extent to which the researchers working hypothesis can be applied to another context.
- Dependability refers to the "coherence of the internal processes and the way the researcher accounts for changing conditions in the phenomena" (Bradley, 1993:437 cited in Zhang & Wildemuth).
- Conformability refers to the "extent which the characteristics of the data as posited by the researcher, can be confirmed by others who read or review the research results" (Bradley, 1993:437 cited in Zhang & Wildemuth).

In conclusion, the researcher will blend the application of these four criterion and their accompanying strategies to ensure the trustworthiness of the outcome inferred from research findings.

3.8 CHAPTER SUMMARY

The chapter discussed research methodologies, research design, types of research design and the reasons why they were found suitable for this qualitative study. The research methodology chosen for this study is qualitative approach, and inquiry strategies associated with the nature and purpose of qualitative research were explained and discussed. The case study research design was selected for the study and the rationale for chosen design was explained. Going forward, the study will be mediated through the interpretive research paradigm because of its ability to explain inductively the actions of participants and the operations in the school. In conclusion, the researcher explains how data analysis will be conducted to uphold trustworthiness and the credibility of the study. Lastly, processes of ethical considerations were discussed and stated that they will be observed consistently before, during and after the research empirical research findings and recommendations are completed.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

Chapter 2 reviewed literature on the role of school management in inclusive education, the factors which underpin inclusive education, the challenges faced by school management, and the perceptions of school managers on inclusive education. Chapter 3 discussed the research design and methodology, data analysis strategies, the motivation for the choice of methods, and ethical issues. A case study was used in this study because of its potential to accumulate and work with a range of evidence (Merriam, 1998:8).

The aim of this study was to investigate the impact of school management on inclusive education provision in full-service schools in North West Province. In order to achieve the aims and objectives of the study (Section 1.4), and to draw appropriate information about the impact of school management in the provision of inclusive education, literature review was conducted. It covered the role of school management in building inclusive schools, the challenges faced by school management, factors that underpin inclusive education and the history of inclusive education globally and nationally.

Accordingly, the purpose of this chapter is to present, analyses and interprets the findings of the empirical research data collected in relation to the research questions. The interpretation of findings is mediated through qualitative data analysis approach because of its potential to assist the researcher to provide explanations to complex issues pertaining to the provisioning of inclusive education (Bradley, Curry & Devers, 2007:2). The qualitative data from the empirical research was collected using various data collection strategies as indicated in the previous chapter (Section 3.4).

Apart from interviews, observations (Section 3.4.1) were conducted in both informal and formal ways. Informal observation (see Appendix K) was passive and focused mainly on issues of infrastructure, material resources, and surroundings. Formal observations included activities like a snap observation of lesson presentations where possible as in School B and D. Lesson observation was done only in two schools, the other two schools cited were not prepared as expected due to internal miscommunication. Therefore their request do the activity next time was respected in line with the principle of informed consent (Section 3.6.1), which articulates that participation must be voluntary and not by force. Furthermore, the observations helped the

researcher to compile a profile for each school and the participants' data and the analysis of data from the empirical research starts with a brief presentation of a profile of each research site followed by the participants' data.

4.2 PROFILES OF SITES AND PARTICIPANTS

4.2.1 Profile of Research Sites (Schools)

The profile of each research site is presented in Table 4.1 below. It indicates the significance of the observation protocol and document analysis in a qualitative research study. The illustration gives the reader a comprehensive picture of circumstances under which the school management of a particular designated full-service school operates and the resources available to each research site for inclusion of learners with disability and different educational needs.

Table 4.1: Research sites profiles

Research Site	Location (Urban, township, village, farm school)	No: Teachers	Enrolment	No: Learning support teachers (additional posts)	No: learners identified with barriers	Elements of diversity	Environmental access, safety and health	Financial support for purchasing of assistive devices
School A	Urban	38	1020	02	197	80% Coloured and 20% black learners, dual medium, Afrikaans and English. Feeder school for informal settlements, Lack of parental support. Grade R section.	Double storey building, Non wheel chair accessible toilets, non-standardized ramps(need a lift), developed but not well maintained sport field, oval shaped double story school, access control gate, intercom system, sickroom, 2 LSEN classes. Computers with educational software's and assistive devices like balance board, projectors, screen projectors, adapted keyboards and material for perceptual development.	R250,000
School B	Farm school	40	1310	None	256	Teachers of various ethnic groups. Learners with mobility impairments, Parents support group, Social and School nurse services.	Learner support centre with therapy and counselling facilities, adapted toilets, developed but not well maintained sport field, library, science mobile lab, school hall, ramps, TV sets in foundation classes, assistive technological devices like interactive whiteboards, audio-visual mobile library, sickroom facilities, school garden.	R100,000
School C	Township	44	1411	01	282	HIV-AIDS Orphans, Overcrowded classes, Popular school community, Accommodate learners of different backgrounds, Diversified staff (40%new and 60% old staff members).	CCTV cameras, Access control to classes, Security lights, adapted toilets, ramps with rails, sheltered walkways, computer with educational software's, LSEN educator and assistive devices e.g. Whiteboards, OHP and projector screen.	R250,000
School D	Village	14	633	None	72	Staff diversified: language, culture and races, Old and new graduates, Developed sport grounds, Sensory simulation class for Grade 1	Language laboratory, Security fence, play shelters, clean and safe school environment, Signage, adapted toilets doors with ramps and rails, grounds man, 2x Well maintained mobile classroom, Walkways, Intercom system installed and computers with educational software's.	R200,000
School E	Village	15	669	None	91	Rich history-Old mining area, cultural beliefs, religion. Multilingualism and diverse staff. Outreach services to neighbouring schools.	Old and well maintained building, Clean and safe environment, Nutritional supplement e.g. vegetable garden, Learning support centre with therapy and counselling facilities, computer lab with educational software's. Maths Lab, Adapted Walkways with Ramps and rails. Health centre in proximity of 150 m.	R250,000
Totals		151	5043	03	898			R1,050,000

The information in Table 4.1 presents a snap survey of the management systems and resources, which are in place at each school to enhance the provisioning of inclusive education. The resources, such as additional posts for learning support, universal assistive devices, physical, and financial resources shows the kind of support the schools receive from the DoE to make them ready for the task of widening access for all types of learners in a school (Mestry, Hendricks & Bisschoff, 2009:45).

Some developments by the DBE for making full-service/inclusive schools ready for inclusion illustrated in Table 4.1 include construction of learning support and counselling centres, adaptations of school buildings with ramps and rails, walkways (some sheltered) and sickbays and additional funds for procurement of assistive technological devices and specialised equipment.

The assistive devices are crucial for classroom adaptation and curriculum differentiation. They include computers with adapted keyboards, assorted colour keys and larger font, wide screen TV monitors tactile wooden blocks, educational software for reading, numeracy and perceptual development. They also include alternative and augmented communication devices like data projectors, interactive white boards, for accommodating learner diversity e.g. learners struggling with verbal speech production to mention a few.

4.2.2 Participants' Data

In keeping with the research ethics of anonymity and confidentiality, the participants were allocated codes as indicated in Table 4.2. These codes were used throughout the discussion of the empirical research findings. The principals and deputy principals' excerpts will be presented as P*a* to P*e* for principals and for deputy principals as Dp*a to* Dp*e* respectively. P*a* code stands for Principal (P) for School A (*a*) in that order. This pattern was applied to other participant groups.

Table 4.2: Data of school management

Schools	Principals	Deputy principal	HoDs	SBST	Grand total
A	1	1	0	6	8
B	1	1	4	4	10
C	1	1	2	5	9
D	1	1	2	3	7
E	1	1	0	4	6
TOTALS	5	5	8	22	40

4.3 DATA ANALYSIS

This section starts with introduction of themes which emanated from the empirical research data, the research data was collected through interviews and observation methods; and correspond with the research questions and objectives of the study (Section 1.4). To increase trustworthiness and credibility of the findings, they (themes) will be central in analysis of data in the next section. As stated earlier, the information was transcribed and then typed and organised into the data set. The dataset was systematically made ready for analysis and will be presented in two stages to enable the reader to understand. Firstly, the data collected from interviews (individual and Group sessions) will be discussed followed by the discussion and synthesis of data from participants' observations.

The individual interview session was assigned to senior members of the school management (Principals and Deputy Principals), these senior members were interviewed individually to extract abundant information pertaining to the provisioning of inclusive education and development of full-service school (Section 3.4). Besides members being information rich participants, the rationale for subjecting principals and deputy principals to individual interview session was informed by their position, in terms of policy they are overseers of policy implementation on behalf of the department at school level and have to provide guidance and motivation to other stakeholders (Bornman & Rose, 2010:6).

Focus group discussion includes curriculum delivery managers known as Heads of departments (school based) and members of the school based support team which comprised of ordinary teachers as dictated by policy (DBE, 2014:32 ; Nel et al, 2012:56). In addition to the analysis of interviews data, participants' observation data will also be discussed to show how it helps the researcher to have a comprehensive view of the impact of school management and implementing structures in the provision of inclusive education in full-service schools. Additionally the theories (Section 2.4) that underpins the provision of inclusive education in ordinary mainstream schools, to accommodate learner diversity will be taken into consideration and infused into the above discussion to demonstrate that sound knowledge of these theories is useful; to capacitate school managers to better manage inclusive education effectively in their full-service schools as required by policy guidelines.

Table 4.3: Themes and subthemes

MAIN THEME	SUBTHEMES
1. Perception of inclusive education	1.1 Knowledge of inclusive education
	1.2 Knowledge of policies that governs inclusive education
	1.3 Values and principles of inclusive education
2. Role of school managers on inclusive education	2.1 Facilitate implementation of policy
	2.2 Monitoring and support
	2.3 Managing resource utilisation for inclusive education
	2.4 Promoting inclusive school culture e.g. learner diversity
3. Support and guidance needed	3.1 Teacher development for inclusion
	3.2 Strong multidisciplinary team
	3.3 Improve DBST role
4. Strategies to improve inclusive education provision in full-service schools	4.1 Stakeholders involvement
	4.2 Curriculum adaptations/differentiation skills
	4.3 Support structures
	4.4 Admission within SIAS protocol
5. Challenges which hinder school management on rendering inclusive education	5.1 System barriers e.g. temporary appointments, staffing, overcrowded classrooms
	5.2 Lack of adequate trainings
	5.3 Curriculum changes

4.3.1 Data Analysis from Interviews

The individual interviews were conducted with 10 purposefully selected senior members of the school management team who gave the consent to participate i.e. five principals and five deputy principals from the five participating schools. As indicated in Section 2.8, literature identifies these members as key role-players in facilitating the implementation of education reform policies and programs in this case inclusive education and full-service schools. By virtue of their position and influence in the school as organisation, other stakeholders rely on them for guidance and supervision.

4.3.2 Perceptions of Inclusive Education

In-depth interviews with participants revealed that the level of skills and knowledge of school management regarding the concept of inclusive education has a significant impact on their perceptions. This will determine whether they will roll-out the implementation of inclusion in

full-service/inclusive schools as prescribed by White Paper 6 policy on inclusive education (DoE, 2001:7) and the guidelines for full-service schools (DBE, 2010:9).

4.3.2.1 Knowledge of inclusive education

It is important to address the assumption expressed in Section 1.3 that the majority of school managers in full-service schools are affected by inclusive education policy knowledge gap. In this regard, the following question was posed to principals and deputy principals to find out the perception and their level of understanding of inclusive education: What is your understanding of inclusive education?

In answering the above question, DPc stated that inclusive education is *"A type of education that includes learners with special needs; those with either mental or physical challenges are catered for"*. She pointed out that inclusive education is concerned with protecting the rights of all learners to access education at their schools of choice and mediated the provision of White Paper 6 policy. The same view was shared by Pe as follows: *"Inclusive education is trying or its intentions are to give every learner or every child an opportunity to learn or to be taught in the schools, despite whatever disability".*

Furthermore, the participants highlighted the fact that inclusive education is concerned with a wide range of barriers and not only learners with disabilities. Pc clarified this as follows: "*We do not say they are abnormal, their only challenge is the learning barriers; others have disabilities, and some cannot read or write properly, meaning they cannot make words"*. The deputy principal of School A summed this up as follows: "*Inclusive education is to accommodate all learners of different levels; to cater for them according to their abilities*" (DPa).

An analysis of the inputs from the principals and deputy principals above revealed that school managers perceived inclusive education as a system that upholds the human rights and social justice for different types of learners and protect them against any form of discriminatory practices in ordinary mainstream schools. They (school managers) further explain that the rights of individual are protected by organising support that exposes them to best inclusion practices.

4.3.2.2 Policies that governs inclusive education

The DBE provides enough legislative frameworks to support the school management to address a wide range of barriers to learning adequately. In order to assess the background knowledge of school managers, they were asked to highlight statutes and regulations that are prescribed to support inclusive education in full-service/inclusive schools (Section 2.8.3.4 & Section 2.9.9). The question for principals and deputy principals was framed as follows: Which policies/policy documents endorse (support) the provisioning (implementation) of inclusive education in full-service schools?

The following responses emerged from both principals and deputy principals. First, Pc responded thus: *"We have a language policy, homework policy and even admission policy."*

Only two principals out of five and three deputy principals mentioned the policy that shaped and made inclusive education compulsory in mainstream schools. In this respect, Pa stated, *"White Paper 6 it requires to cater for learners with disabilities in our school, and children with mild to moderate abilities*". The principal of School D concurred as follows: *"White Paper 6 specifies how or what the school is supposed to do, what the DBE is supposed to provide to the school, and the role of teachers is clearly defined*" (Pd).

According to the Employment of Educators Act 76 of 1998 (Education Labour Relations Council, 2003:64), the deputy principals are the second in charge after the school principals, and therefore, it is imperative that they should be up to date with acts and policies, particularly those related to inclusive education. In this respect, DPb expressed her experience as follows: "*The policy is influenced at school; we draw the programme or policies according to White Paper 6; it is whereby you are able to formulate a particular policy like admission policy, curriculum policy and document like CAPS (Continuous Assessment Policy Statement) programme also support* inclusive education".

The above explanation underscores that the management of full-service/inclusive schools should ensure that institutional policies are inclusive education-orientated and reflect what is proposed by White Paper 6. In this regard, the deputy principal of School C reiterated, "*White Paper 6 prepares for concession"* (DPc). Concession is an intervention strategy encompassing extra time, scribe, reader, and assistive devices like talking calculator to support learners with barriers or disabilities during the examination and formal tests (DBE, 2014).

What is evident from the above excerpts is that members of school management are generally aware of the inclusive education policy. What can be deduced from the participants' inputs is that inclusive education enjoys massive legislative support from other acts and policies of education, and the responsibility lies with the school management to fuse them together to influence successful inclusive education provision.

Equally so, from the interviews, it was discerned that there was some uncertainty and a lack of understanding from some school managers about the complementary nature of education policies. The extracts below are the responses of participants and they affirm the finding:

Pe: "*I think the policies that we have here; policies like White Paper 6, I am not well conversant with the policy*".

DPe: *"I think White Paper 6 or 7, which support this thing of inclusive education and to single out our school as a full-service"*.

The participants' responses above reveal that not all school managers of full-service schools are aware that policies of the DBE are crucial to the survival and successful provisioning of inclusive education in their schools. The finding confirms that some school managers do not understand that White Paper 6 does not operate in isolation, but it is implemented within the framework of National Education Policy Act (NEPA) and other polices that embrace inclusive education.

What can be deduced from the participants' responses above is that, generally, some members of the SMT do have policy knowledge gap. Lack of adequate policy knowledge has negative implications that undermine the effective provisioning of inclusive education schools. Some of the implications include school managers failing to comprehend the rationale for inclusive education and establishment of full-service schools, namely, to address a wide spectrum of barriers to learning and development within the school system. As such, there is a strong likelihood they would not be able to advocate and communicate the purpose of inclusive education clearly to the teachers and the school community.

Under this scenario, the school managers are likely to find it difficult to manage accommodation of learner diversity in full-service schools effectively. Moreover, school managers and other stakeholders are susceptible to confusion and making wrong decisions. The situation of incorrect decision will drastically reduce the capability of school management to support inclusive education and teachers or result in gross violation of the rights of learners at

risk. For example, the school management might not make objective decisions that consider all the factors that exacerbate the exclusion of learners experiencing learning barriers at school (Landsberg *et al*., 2005:36).

The findings above call for the DBE to consider in-service training for school management bodies to address policy knowledge gap that affects successful implementation of inclusive education. They also point to a need for DBE to improve its professional support to SMTs. In order to prompt whether members of the school management grasped the importance of knowing inclusive education policy, a follow-up question framed as follows was posed: Why should the school management be knowledgeable about policies that endorse inclusive education? The participants' responses to this question are captured below.

Pc: "*I must know how to interpret them (policies). Secondly, there is a need to ensure that everything that is included in the policy is implemented because it can be there in writing, but not being used accordingly.*"

In responding to the above question, Pe said: "*It is important that I should know about policies in order to help educators, the community members, particularly the parents who have those learners or children in their homes. That is why it is important that me as the headmaster, I should know these policies so that I can be able to know when to assist, where help is needed, and to ensure that we remain within the framework of the policy.*"

DPe further added, "*It is important because as a manager, it will not be correct not to know the policy, which governs inclusivity, as our school is a full-service school. So, I must know the policy about inclusivity so that I am in a position to assist the educators… so I need to be informed. It will really be ridiculous for a manager who did not know policies within his scope of work.*"

The responses of Participants Pe, Pc and DPe signify how basic knowledge of inclusive education policies elevates their impact on inclusive education provision. According to their responses, knowledge of policies enables principals and deputy principals to be more efficient and make sound decisions in favour of learners experiencing barriers to learning. Furthermore, such knowledge helps school managers and teachers to avoid transgressions like ill-treating learners who are at risk.

In the present study, only three members of the designated senior management of full-service schools appeared to understand the value of having a comprehensive knowledge of education

laws and policies governing inclusive education (Section 2.2.3.1). The knowledge of the relationship between different policies is critical for school management. It is significant since the school management is the face of the DBE in the larger community where the full-service school is located. It is important that issues pertaining to polices underpinning inclusive education be communicated effectively to the community and parents without prejudice or dishonesty.

The White Paper 6 policy on inclusive education (DoE, 2001) stipulates that inclusive education can be implemented effectively by the members of the SMT provided they observe the principles of inclusive education, which are explicit as to what they should do during the execution of their duties in full-service schools (Section 2).

4.3.2.3 Values and principles guiding the management of inclusive education

The competency of the principal and deputy principals regarding the principles of inclusive education was assessed by the question that asked them to *name the guiding values and principles of inclusive education that school management should always keep in mind.* In responding to the above question, the principal from School E said, *"I think the starting point for me is respecting human dignity as people because if they are not given the respect that they deserve, learners who have barriers will feel as if they are taken as outsiders"* (Pe). The knowledge of the principles of inclusive education is crucial for school managers because it improves their philosophical and ideological understandings. It shapes the chosen inclusive education model (Section 2.7.2) that they want to implement in their full-service schools.

Other important principles of inclusive education, namely, cost-effectiveness and community responses, were echoed in this response by one principal as follows, *"I think the value of inclusivity is critical for educating all children"* (Pc). This expression is symbolic in the sense that if the school community accepts inclusion of different kinds of learners in the local schools, less money will be spent by parents looking for a suitable school outside the learners' original place.

4.4 THE ROLE OF SCHOOL MANAGEMENT IN INCLUSIVE EDUCATION

The main research question that this study sought to investigate was the impact of school management on the expansion of inclusive education in full-service schools. This section analyses the role of school management in managing inclusion in mainstream schools designated as full-service/inclusive schools.

4.4.1 Facilitation of Policy Implementation (Principals, Deputy Principal)

To probe the participants' experiences with specific reference to their role in establishing inclusive schools, the question was asked: What is your role as a school manager in the provisioning of inclusive education in your school? In answering this question, Pa stated, "*The principal must be an ILST member (ex-officio member), and must know how to deal with problems, how to communicate problems to the department and identify the learners' challenges early*". Knowing the nature of the problem or knowledge of learning barriers (section 2.9.8) is crucial for school management to ensure that they institute appropriate and effective support mechanisms to address special education needs of learners identified with barriers and to utilise resources optimally.

In relation to the ex-officio membership of the Institution Level Support Team (ILST) or SBST, the active involvement of the school manager in the team activities does not only serve as a motivating factor but ensures effective monitoring of the provision of support by relevant structures as prescribed by the policy. The principal from School C explained the reason for this as follows: "*I have to make sure that teachers know what inclusive education entails and make sure that relevant documentation is available and to make sure that programmes are implemented as planned"* (Pc).

4.4.2 Monitoring and Support Services

The participants revealed that school management has to organise capacity building in-service training for teachers. The trainings are essential to improve the teachers' role in building inclusive classroom, help teachers to acquire skills needed for optimal accommodation of learner diversity and application of best teaching practices. In addition, the managers are also responsible for organising materials and specialised Learner Teacher Support Material (LTSM). To this end, Pd emphasised that his role was, "*to ensure that educators are well capacitated as per departmental guidelines; to ensure the policy is implemented for the benefit of all, that is, learners, teachers and the Department, and also to support educators that lack capacity so that they can help with the implementation of inclusive education".*

The response above acknowledges the significance of the supervisory role of school managers. The deputy principal of school C expressed the same sentiments on this function by commenting as follows: "*My major role is to see to it that inclusive education is implemented. I have to monitor all the times and support as the manager. I also have to assist where the need*

arises and I have to develop educators…and arrange training for them" (DPc). With regard to in-service training of teachers, the participants emphasised that this is a key responsibility of the school management. The finding was further clarified as follows: "*It becomes your responsibility that you induct your staff members on the challenge and how to deal with them… to make sure what you call the vision of your school is realised*" (Pb).

One indicator of efficiency in the role of school managers is organising learners support services using collaborative support approach. Collaborative support is about rallying rapport for learners at risk by involving parents of learners and other stakeholders in the school community to assist learners with learning barriers of any kind. The success of collaborative support depends on the understanding of parents of learners identified with barriers. The following excerpt attest to the need for collaborative support in a full-service/inclusive school. Pc clarified this as follows: *"The principal must make sure those parents as stakeholders know about inclusive education*". This point signifies that school management should recognise parents as critical partners in ensuring the provision of quality support to learners who are at risk of exclusion in mainstream schools.

4.4.3 Management and administration of resources

Participants also highlighted planning as an important school management function to enhance the education goal of inclusive education (Section 2.8.3.3). In this regard, DPd stated, *"I must make SBST has a year plan and is implemented. One must make sure that meetings and that all members of the SBST understand what inclusive education entails*". This finding implies that planning is vital to ensure commitment and focus on issues that would help school management to facilitate and manage inclusive education efficiently in relation to time, space and curriculum delivery. Equally so, having management plans in place also increases the chances of school managers in achieving the primary goal of inclusive education that is to provide equal education opportunities for all learners in ordinary mainstream schools.

The following verbatim statement supports the claim above that if school managers have a well-coordinated support plans, all learners different education needs are addressed adequately "*to make sure learners are developed holistically and academically*" (Dpa). Sound management of resources is critical to realise the goals of inclusive education. To evaluate the role of school management in this regard, the following question was asked: *Which systems are in place to manage resources provided to advance the provisioning of inclusive education?*

In responding to the above question, participants revealed that effective management of resources is the function of school principals and deputy principals. Therefore, they advised that plans and tools should be in place to ensure that all resources acquired are used profitably to implement inclusive education. There was a meeting of the minds between the principals and deputy principals on this matter as seen by their responses below:

DPc: "*Monitoring is the best system that one can use to check if inclusive education is implemented in the school. There must be evidence like when a teacher is using the assistive devices to help learners bypass learning barrier he/she must have records or may be the educator is working with the learner; he must have reports".*

DPe: "*We have got a register for all these assistive devices that we are using. So, if a teacher needs to use one of the devices, he has to come in borrow one or two, and there is a book (register) where he attaches a signature for taking that devices and when he returns it he signs*. The principal of School D expressed the same sentiments as follows: *"One has to ensure that material resources like assistive devices must be properly recorded in the register. The management must have a monitoring plan to ensure that educators are doing what is expected of them*" (Pd).

Pc reiterated, "*Firstly, the timetable is important to be there; it helps to know what is happening when and where, and IQMS (Integrated Quality Management System) policy is clear about assessing teachers if they are managing learner diversity*". Involving stakeholders to assist with managing resources is also a key responsibility of the school management. The principal of School E reiterated this as follows: "*School Governing Body* (*SGB*) *has also contributed looking into the security of the structures making sure that the assistive devices that we acquired are being in a safe place as well*" (Pe).

An analysis of the principals and deputy principals' responses to this question revealed that, in general, members of the school management clearly understood what was expected of them. The understanding was manifested in their responses where they cited the roles pertaining to managing inclusivity in full-service schools among others, designing monitoring plans and tools, supervision of teachers with regard to the implementation of intervention plans and strategies.

The participants agreed that systems and plans are essential tools to ensure smooth operations of full-service schools and for organising and facilitating quality support and education for all

learners, particularly those identified with learning barriers. Management systems include establishing collaborative support for all learners by mobilising teachers to form SBSTs and networking with other subdirectories, other departments, the DBST, institutions of higher learning and NGOs.

4.4.4 Support and guidance needed for school managers

Critical theory (Section 2.4) hypothesises that knowledge is power, meaning school managers and stakeholders should be supported and equipped with skills and knowledge needed to improve the management of inclusive education in full-service schools. To explore this theme in detail, the following question was posed to school managers: *What support do you still need to assist with effective implementation of inclusive education in your school?*

The areas for support relate to system barriers and curriculum issues, and the principals' responses attest to this. Pa appealed for a curriculum specifically designed for learners with learning barriers this way, "*We need curriculum specifically designed for learners with special education needs especially those living with intellectual disability*." With regard to financial resource provisioning to purchase material resources the following responses were received from principals and deputy principals of different schools. Pb said, "*With regard to financial support, sometimes we are forced to buy a wheelchair for the learner and [yet it] is not budgeted for".* DPe responded, "*We need the services of professional specialist in our school, unlike travelling here as a school to Christian school for the blind for therapeutic support and that is depleting the school budget."* The principal of School D summed it up thus: "*The issue of funding that the Department [of Education] used to give was a good initiative, and now that it has stopped, it means we are limited and can no longer have more, unless we fund it ourselves which is a bit challenging"* (Pd).

It is evident from the above excerpts that school managers have serious problems in terms of interpreting the National Curriculum Statement in relation to inclusive education. This relates to social constructivist theory and critical theory which propose that school managers should ensure that the process of teaching and learning involves inquiry, critique and constructing (McLaren, 2015:8). The above principals' responses indicate that school managers are still uncertain as to how the National Curriculum Statements support inclusive education and the education goal of flexible curriculum delivery in the classroom to accommodate diversity should be implemented. With regard to financial support, the school managers require

consistency from the Department of Basic Education in respect of annual allocation of additional funding.

The data also reveals that school managers are in dire need of on-going support with regard to human resource development, strengthening of multidisciplinary approach and staff retention. This are necessary to enable them to support inclusive education to benefit all learners in their respective full-service schools. With regard to human resource development, the principals of Schools C and E, as well as the deputy principal of School C responded as follows:

> "*We need training time so as to accommodate new teachers for them to be able to support learners with barriers"* (Pc).

> "We *will need a training that must be done yearly for the new teachers in the system who are not aware and not trained when coming to inclusive education"* (DPc).

> "*One other support I am thinking of is capacity building workshop for the staff"* (Pe).

In terms of strengthening multidisciplinary support, the comments are as follows. Pa responded, "*We should be allocated social workers full time at school."* The deputy principal of School A concurred and said, "We need s*upport from cluster level, area office level, provincial and national levels like infrastructure section, human resource and support from sister departments"* (Da).

In responding to the question of support, the school managers cited unstable staff establishment in relation to temporary appointments and lack of norms and standards for learner-teacher ratio in full-service schools as challenges. The principals of Schools C, D and B stated as follows:

> "*It's very important for stability that the teachers who are appointed here on a temporary basis can stay on a full-time basis, so as to ensure progress"* (Pc).

> "*The nature of the appointment of temporary teachers [is problematic] because there is no guarantee that you will be permanent; it means changing….. So because of this instability, training will always be needed and progress delayed*" (Pd).

> "*It's very difficult for new teachers, specifically for those temporary teachers; they get employment somewhere, [that is,] the teacher that you have trained. Now [it] goes back again, then comes another one you have to train"* (Pb).

The above responses reflect the school managers' frustrations with high turnover of temporary teachers and offer suggestions concerning the areas where they need support to improve their capacity of developing functional inclusive schools. These challenges reflect the importance and relevance of social constructive theory and critical theory in this study. With regard to Vygotsky's social constructivist theory, the principle of social interaction is central to realising the education goal of constructive learning in a school. Its impact relies on regular and consistent interaction to increase understanding and meaningful learning, but under such inconsistencies of changing teachers for learners, the educational value of this principle is compromised. The instability caused by lack of teacher retention in full-service schools adversely affects learners' ability to learn and develop as envisaged by the ZDP teaching strategy. This is because learners have to deal with constant adjustments of different approaches, behaviours and perceptions every time they get a new teacher.

4.4.5 Strategies to improve inclusive education provision

Consequently, having management plans the school manager needs strategies or methods that can assist them to translate the core objectives of inclusive education into practice in their full-service schools. Therefore, to establish if school managers had taken strategies of implementation into consideration, the following question was posed to principals and deputy principals: *What strategies do you implement to ensure that all stakeholders are involved in the provisioning of inclusive education?*

In responding to this question, the participants revealed that they deployed different strategies to interact with stakeholders using different forms of communication and structures. The deputy principal of School A explained the strategy they applied to ensure the issues of inclusive education reached stakeholders this way, *"So, we send out letters, we give them letters because for us that is the only way of communication with them"*(DPa). With respect to structures, DPb said: *"We must have committees that must be inclusive; a committee must have like social workers, adopt a cop from SAPS whereby barriers to learning are attended to collectively"*.

The principal of School A also shared progress on the consultative strategy of involving members of the school community at large. He stated, "*We have an inclusive ILST structure and it includes staff, specialists from other departments and SGB represents the parents. Time slots are given at parents' meeting regarding inclusive education"* (Pa). It emerges from the responses that participants concurred that having implementation strategies in place put the

school managers in a better position towards management of learner diversity in full-service schools efficiently, in time and without prejudice or bias.

The chances of successful implementation of strategies and interventions for inclusive education in a full-service school are great where there is consensus between the school managers and staff members because it promotes good employment relations among staff members (Prinsloo, 2010:189). The principal of School D expressed the significance of sound staff relations in this manner: "*For educators, I believe in motivation regularly; I always tell them for us to have received the status that we have as a full-service school, we have worked hard. Every year, there is a meeting of parents, whereby they are motivated to support their own learners*" (Pd).

The participants pointed out that members of the SMT should motivate teachers by taking care of their pedagogical needs so that they could perform their duties effectively and achieve the goal of establishing functional full-service schools. The above participants' views indicate that regular communication through meetings, letters and staff development are vital for giving feedback and motivating stakeholders so that they could fulfil their roles optimally.

The level of support needed by individual learners with barriers to learning cannot be determined based on assumptions. The SIAS strategy through a set of forms prescribes the protocol of identifying and addressing barriers to learning that hinders the potential of learners' access to curriculum as indicated in Section 2.9.9.3. Within the prescripts of SIAS processes, the administration of admission of learners within SIAS protocol is highly recommended to ensure that appropriate support for learners at risk of exclusion before the learner enters the classroom. In assessing whether school managers uphold the admission of learners within SIAS protocol in full-service schools, the following question was asked: *How and when are learners admitted into your school each year and do you participate in the admission process?*

In relation to the admission of learners within the SIAS protocol, the participants revealed that they followed the DoE's guidelines for learner registration. They announced the registration of learners through letters to parents. This took place over a period of three to six consecutive months and the information included necessary documents needed to process the admission of a learner. The principal of School B confirmed the processes that were followed in registration this way: "*There are processes followed; there are forms they must also take to the clinic or doctor for completion of health charts. When we admit the learner, we also want to know what are the problems with each child, so that when we start the process of identifying barriers to*

learning, we go to the Health chart to check if this not part of the learners we are looking for" (Pb).

It is clear from the comment that communicating the procedures and a list of required documents for admission of learners to parents is in line with the SIAS protocol. In this regard, the principal of School C said: "*The documents required for registration are stipulated: Birth certificate, report from previous school, ID copy of parents, and grant information*" (Pc). The participants further indicated that they did consider the SIAS document to guide them in admissions for early identification of learners with barriers. The benefits of SIAS protocol was emphasised by principal of School D: "*It captures the challenges of the learner and gives teachers and management foresight as to what kind of learner you are expecting and what relevant preparation to make*" (Pd).

It is evident that from the individual interviews with the principals and deputy principals that about five strategies emerged as critical to expedite the positive impact of school management on the implementation and expansion of inclusive education in full-service schools. These strategies include invitation letters to parents, establishment of functional school-based support structures, staff development training, the consideration of SIAS strategy, and the profiling of each learner.

4.4 FACTORS CAUSING POOR MANAGEMENT OF INCLUSIVE EDUCATION IN FULL-SERVICE SCHOOLS

The findings from the in-depth interviews highlighted that the factors that resulted in poor implementation of inclusive education in full-service schools are related to parental involvement, socio-economic factors, insufficient teaching space, inadequate human resources, lack teacher retention strategy, and continuing teacher development for inclusion.

4.4.1 Poor Parental Involvement

In relation to active involvement of parents, the participants agreed unanimously that it was often minimal or non-existent in most instances. They reiterated that poor parental involvement had far-reaching implications for inclusion. This eventually delayed organisation of support for learners with barriers to learning. In this regard, one principal highlighted their frustration as follows: "*We still have a challenge of parental involvement; when we normally call them for intervention, they don't come; when you refer a learner, you need the consent of his parents*" (Pb).

The situation may be exacerbated by a dysfunctional family structure and parent migration to areas that provide job opportunities.

4.4.2 Socio-Economic Factors

The socio-economic background of learners was mentioned as having an effect on exclusion of learners with barriers to access quality support and education. The participants' responses indicated that poverty is undermining some intervention efforts and processes. For example, owing to a lack of funds for transport, parents are often unable to take learners for diagnostic or therapeutic services. DPb confirmed this as follows: "*The challenge, firstly, is the poverty, where the learner will have food from Monday to Friday, and we don't know what happens over the weekend. One other thing is that these people rely too much on social grants"*. With regard to the impact of socio-economic conditions on the learner, the DPa stated, *"We are a feeder school to informal settlements; the area is getting densely populated fast, and we cannot turn back the children and say the school is full. The Department will be angry with us, saying we are denying learners the right to learn, but they don't help; only promises".*

The participants' remarks demonstrated that some social and political problems often lead to systemic barriers. For instance, the political pressure to admit learners beyond the school capacity affects the school management's capability to manage the provision of inclusive education effectively in full-services schools. The notion of an ISP becomes elusive under such circumstances (DBE, 2014:9).

On the flipside, an increase in enrolment that causes the school to exceed its capacity may be an indicator of successful advocacy for learners with barriers to be registered in mainstream schools. This study has also established that school management members tried their best to work within the policy framework when taking decisions concerning admission. For instance, the Deputy Principal of School A confidently stated that, despite the challenges of overcrowding, at all costs, they avoided contravening SASA, Section 5 by denying learners' admission.

4.4.3 Shortage of Teaching Space/Overcrowded Classrooms

Concerning the system barriers, the findings revealed that shortage of teaching space or classrooms resulted in overcrowding. They also highlighted that there were some infrastructure backlogs, which left some full-service schools in a poor state of affairs. In this regard, one participant remarked as follows: "*The other one is infrastructure or a need for the Department*

of Public Works to extend facilities because we are overcrowded. It takes a long time for the teacher to identify learners who have barriers, as we have 60/70 learners in a classroom and it is difficult for us. One other thing we have realized is that we need another school; the current enrolment is 1394, and we are the only primary here, which is too much for the educators" (DPb).

The finding demonstrates that the issue of infrastructure backlogs has negative implications for school managers as it restricts their role in relation to complete the SIAS referral process, where the outcome of the SIAS process demonstrates that learners have high support needs and need placement in special schools (Section 2.9.3). The Deputy Principal of School D expressed the predicament cited above as follows: "*The other challenge is where parents had given consent for placement; then there is no space at a recommended special school*" (DPd).

4.4.4 Inadequate Human resource in Full-Service Schools

With regard to human resource provisioning (Section 2.3.7), the guidelines for full-service schools (DBE, 2010: 23) stipulates a benchmark of 500 learners and more for a full-service school to qualify for a learning support teacher post on a permanent basis. It was found in this study that enrolment in some full-service schools is over 500. Unfortunately, the department had not adhered to its obligations to provide learning support teachers permanently in these schools as demonstrated earlier in Table 4.1.

The participants raised their frustrations concerning the notion that the DBE was not providing learning support teachers on a permanent basis as recommended even though the school met the criteria. In this regard, Pd stated, "*I so wish the Department of Basic Education despite our small number (enrolment) can provide a post for remedial educator so that after learners have been screened, then they can be supported*". The deputy principal of School E expressed the same view, who remarked as follows: "*When it comes to this thing of PPM (Post Provisioning Model), our weighting should not be the same as that of an ordinary primary school. If it is taken like that, it is going to give problems, whereas we are a full-service school*" (DPe).

The participants highlighted that a lack of posts for learner support educators in the post establishment of some full-service schools jeopardised the capability of school management in organising quality support and education for learners with barriers in full-service schools as prescribed by the policy. Subsequently, the department policies motivate that school management of full-service schools should exhaust all avenues of support to assist the learners

at risk to bypass or overcome the learning barriers and referral to special schools should be the last option (DBE, 2014:15). In the light of this, the study revealed that the appointment of learning support teachers (previously known as remedial teachers) in full-service schools is crucial to assist school managers, teachers and learners to provide qualitative support to all learners in full-service schools.

4.4.5 Lack of Teacher Retention Strategy in Full-Service Schools

Another challenge raised by the participants is a lack of strategy for the recruitment and retention of staff in full-service schools by the DBE (Section 2.6.7). In this regard, the participants expressed their frustrations with the contractual appointment of new teachers in full-service schools. The principal of School D clarified that, "*The nature of the appointment of temporary teachers is complex because there is no guarantee that you will be permanent. It means changing and orientation will always be forever and for teachers to implement. They need training, and so because of this instability, training will always be needed and progress delayed further*" (Pd).

New teachers are not appointed on a permanent basis in the system for two consecutive years, and can only qualify for appointment after 24 months. However, the DBE usually struggles to finalise the establishment of posts including permanent appointment of temporary teachers after a period of 24 months of fixed-term contracts. The participants highlighted the plight of the school management – that their plans to equip new teachers with inclusive education knowledge and skills are constantly under siege owing to regular changes in the school establishment.

Eventually, effective inclusive teaching and learning support for all learners remains a dwindling activity in full-service schools. The situation is also an appeal to the DBE to ensure stability in staff establishment in full-service schools. Subsequent to the crisis of non-appointment of new teachers on a permanent basis, the participants revealed that staff mobility was a serious setback and one of the leading factors that causes poor management of inclusion in full-service schools.

4.4.6 Lack of CPD for Staff in Full-Service Schools

With regard to CPD (Section 2.3.6), the participants affirmed that they needed continuous training to update their knowledge and skills. The deputy principal of School C recommended training every year this way, "*We will need training that must be done yearly for the new*

teachers in the system, who are not aware or not trained when coming to inclusive education". The participants held the conviction that if CPD of staff in full-service schools was not addressed urgently, it would drastically affect the role of school management in trying to provide quality support and inclusive education in full-service schools.

4.5 AN ANALYSIS OF DATA COLLECTED FROM FOCUS GROUP INTERVIEWS

As indicated earlier, a school functions as a system (Section 2.7.3.1), and it is composed of coordinating structures made up of different groups that take care of different areas of organisational needs and programmes (Prinsloo, 2010:189). As indicated earlier in Table 4.2, the groups that participated in the focus group interviews comprise HoDs from four out of five selected schools and members of the SBST from five schools. An analysis and interpretation of data collected via focus group interviews is discussed below.

4.5.1 Perception of Inclusive Education

The type of perception about inclusive education and the concept of full-service schools that prevails among the groups/structures responsible for coordinating the establishment of full-service/inclusive schools can affect the implementation of inclusive education and development of full-service schools. The expansion of inclusive education in mainstream is facilitated by capacitating the ordinary mainstream schools into full-service/inclusive schools (Section 2.9.7). The idea of developing full-service schools implies a new mandate for school managers and coordinating structures.

In this sense, it is important that structures responsible to implement inclusive education together with school managers know and understand the purpose of full-service school. In order to check the participants' perceptions about the establishment of full-service schools, they were asked the following question: What is your understanding of a full-service school or inclusive school?

In response to the question posed above, the participants expressed their perceptions as follows: First, HoDb stated, and "*A full-service school is an inclusive school*". Md further reiterated, *"A full-service school accommodates all learners who have barriers and disabilities and should be treated equally."* For Participant Me, "*A full-service school is a school with combined learners, the gifted ones and the others with barriers to learning".*

HoD1d:"A full-service school is a school with extended assistance to learners so that they achieve or they develop in totality. It also admits learners from outside our school who have learning challenges."

What can be drawn from the data is that the participants are aware about the education goal of developing ordinary schools into full-services, namely, to facilitate access and create equal educational opportunities for all learners despite their different abilities and disabilities in the same school. The data too reveal that accommodation of learners' diversities is an important landmark of inclusive education in a full-service school. It is also evident that some members of coordinating structures still lack a broader understanding or have a misconception of what the role of a full-service school is in terms of learner support service and the finding is confirmed by the last sentence on the response from the HoD of School D: "*It admits learners outside our school*".

The admission of learners identified with barriers from another school in a full-service school can result in massive challenges such as transport costs, overcrowding etc. Moreover, the situation may contribute negatively to the role of school management on inclusive education if not addressed adequately. In the light of this predicament, SIAS policy is very clear that organised support should be cost-effective to parents, learners and schools and the policy recommends support for learners in other schools to be organised through inter-sectoral collaboration. With regard to admission of learners from other schools into full-service schools, the policy prescription is very clear that "placement of learners in specialised setting (e.g. full-service school) to access specialised support from the other school should be a last resort and should not be seen as permanent" (DBE, 2014: 17).

Furthermore, the participants shared their views of related measures and systems that should be in place to enhance the readiness and capacity of full-service schools to provide inclusive education in line with the prescripts of EWP 6 (Section 2.8.3.7). The participants expressed their views on the matter as indicated in the excerpts below: "*Full-service schools have infrastructure like ramps and toilets that are wheelchair-friendly. We have specialised units (remedial class or LSEN class)*" (M2a). The views of member of SBST from School A was supported by another member from the same school and the HoD of School D who indicated that quality support service and education can be realised if teachers appointed in full-service schools have a qualification on inclusive education and the collaborative support approach

which involves other stakeholders is adopted. Their views are highlighted by the extracts below:

M3a: "*Full-service schools have specialized educators with specialized education, for example, having a degree in child psychology and people trained on first-aid.*"

HoD2d: "*A full-service school is whereby we help learners who have challenges in learning; disabilities may be visual or physical, and it helps them to achieve according to their abilities. A full-service school also works with other departments to assist those learners with challenges that might be encountered, for example, the O.T (occupational therapists and social workers)*".

Moreover, the participants revealed that teachers appointed at full-service schools were expected to be specialists in their fields and to be in possession of special needs education qualifications in order to enhance their pedagogical support (2.9.1). This means that the participants embraced the fact that for school managers to fulfil their role in full-service schools, they should recruit educators with special needs qualification or should motivate teachers to pursue a studies in their area of specialisation. The discussion also reveals that a multidisciplinary team is crucial in a full-service schools, and school managers should build a strong network with external stakeholders (health specialists, social workers, SAPS, NGOs etc.) to establish a circle of care support.

From the discussions above, the participants were clear that inclusive education works well where there are efficient organisational structures. It is crucial for members of different groups to have broad comprehension of what and how the envisaged full-service school should respond adequately to learners' diverse educational needs (DoE, 2001:22). They also pointed out that school physical adaptations are critical for facilitating access to a learning environment and drawing attention to the fact that the development of teachers in inclusive education is pivotal (Section 2.9.1).

4.5.2 Strategies for Inclusive Education

For successful inclusion, school management is expected to have strategies in place to manage support programmes, facilitate provisioning of resources and motivate other stakeholders (parents, teachers and community) to accept and support learner diversities in their full-service schools. In a full-service school, issues of inclusivity take place in the classroom where teachers interact with all learners through the curriculum. There is only one curriculum for all learners,

that is, the NCS (Section 2.9.6). Therefore, any form of support to learners with barriers to learning in a school setting is mediated through the NCS prescripts.

4.5.2.1 Curriculum adaptation/differentiation

Curriculum can be a significant barrier to learning and development of vulnerable learners in the classroom owing to a lack of skills among teachers, which can promote flexible curriculum delivery and curriculum adaptation to allow differentiated teaching approach. Curriculum adaptation skills like differentiation are crucial because they equip the teacher to offer a differentiated instruction that meets the special educational needs of individual learners in the classroom (Nel et al., 2012:119; Hoadley, 2012:146). To evaluate the capacity of HoDs in implementing the strategy of curriculum adaptation for inclusivity, the participants were asked the question: *What is your understanding of curriculum adaptation and how do you apply it?* Their understandings of the concept are expressed in excerpts below.

HoD-d responded, "*Curriculum adaptation is whereby we make sure that teaching and learning is learner-centred, and it caters for all learners with different abilities and to show their abilities in learning; some have certain skills.*"

HoD-b said, "*When we do planning in my lesson plan, I know my learners and I have to accommodate all my learners in the activities. When I am setting a test, there are cognitive levels that I must consider. Those cognitive levels are going to help all learners to make sure they achieve the task. Each learner must have a chance to prove him/herself.*"

HoD-*c* explained, "*We are also accommodating slow learners by giving some extra time and extra lessons, and also we can use alternative methods of assessment, for example, concessions for extra time.*"

HoD-*d* also disclosed, "*During curriculum planning, we thought of including those that need help, and in a way try to assist with the problems that they might have encountered and be aware of. For example, those with vision problem, we can help by ensuring the font on a page is enlarged. For those with hearing problem, they get the necessary devices.*"

There are some lessons that can be learnt from the participants' responses above. First, participants explained that curriculum planning should be inclusive and learner-centred, meaning that teachers should consider the background knowledge of learners when designing lesson activities, and in the process, apply constructivist pedagogies (Section 2.7.1.1). More

importantly, the participants considered the constructivist teaching approach to be helpful because it offered learners a chance to construct meaning of new content from their pre-existing knowledge, which improves their understanding of lesson activities. Under such a situation, the teacher is able to achieve the lesson objectives and high learner performance (Hoadley, 2012:125).

The participants recognised the importance of additional support and concession strategies that promote learner achievement. Depending on the learning barrier, the concession strategy qualifies learners to have extra time, enlarge the font for those with eye problems or use assistive devices to access curriculum or to promote independent function of the learner in a class or school activity. The participants emphasised the significance of planning to accommodate different types of learners in advance in order to cater for different cognitive levels.

It is evident from the discussion above that the HoDs have a distinct role to play to promote the best inclusive teaching practices. However, the impact of members of the school management could be enhanced if management plans and control systems are in place. The management plans include monitoring and supporting the HoDs in the implementation of intervention strategies. The support of school management should focus on providing required resources and teacher development programmes to the relevant departments and their subjects to ensure the success of curriculum plans and intervention strategies for inclusion.

4.5.2.2 Differentiated assessment strategies to accommodate multiple intelligences

In addition to curriculum adaptation, another crucial strategy in curriculum delivery processes is an inclusive assessment of learning. The impact of the HoDs on this area was evaluated by asking the question: *What is differentiated assessment of learning?*

In responding to the above question, the participants pointed out that assessment is about self-evaluation in relation to one's targets. Specifically, Hod2b stated, "*Assessment, it simply means when you are recording, you are going back to look at the target you set for yourself, and if you see, you did not reach the target you reassess*". The participants upheld what is articulated in the manual for orientation course on guidelines for special schools, which stipulates that effective assessment of learning should be inclined to "SMART principle", that is, Specific, Measurable, Achievable, Relevant and Time-related (DBE, 2016:32). This means that any form of assessment of learning that benefits different types of learners in a full-service school should

be clear and unambiguous. When applying the differentiated assessment, the SMART principle would ensure that the school management and teachers design effective ISPs for learners with high support needs in full-service schools. In relation to differentiated assessment and individual support, one participant explained the value of the practice as follows: "*It is because learners are unique; they are in different spaces, so you cannot use the same form of assessment. So, we have to assess learners differently in terms of their knowledge and skills*" (HoD1c). In addition, the HoD at School D expounded, "*If you go down to the level of the learner, it will help them to perform better, meaning that it will also make it clearer for them to understand it better*" (HoD2b).

Participants agreed that differentiated assessment is a two-way strategy to examine the teacher's ability to influence inclusivity in the teaching process. HoD4b explained that in his school, "*Assessment is to weigh myself and the learners whether they understood it and how the learner understood*".

Another important element of differentiated assessment is that it accommodates learners' multiple intelligences. Therefore, it is important that teachers should be cognisant of the uniqueness of learners and different cognitive levels or capabilities of learners, which require an application of a variety of assessment skills. In this respect, HoD1c explained, "*It is when we use different kinds of assessment; we can use baseline assessment, which checks knowledge and skills the learner has. We can also use diagnostic assessment whereby we check and find the learners' problems and through the diagnostic assessment, we will be able to identify the weaknesses and strengths of the learners; then you come up with strategies to assist these learners*".

4.5.2.3 Coordinating structure - School Based Support Team (SBST)

One of the critical structures that is intended to assist the school managers to manage inclusive education effectively in full-service schools (Section 2) is the SBST. The team should comprise teachers, members of school management (principals, deputy principal and HoDs), learning support/remedial teachers, therapists, social workers, and police. With regard to find out the understanding of the SBST members about the rationale for heterogeneous composition of the team, the participants were asked the question below: Why should the School Based Support Team consists of different personnel? In response to this question, one member of the support team stated, "*Basically, each stakeholder is a specialist on his own; sometimes myself as an*

individual lack certain knowledge or skill to help the child at school, so it's important for me to know whom I can call for help" (M3a).

The participants reported that collaborative support optimised the utilisation of resources, which is critical because learning barriers is not the problem of school management and teachers alone, but that of the school community and calls for community responsiveness (Section 2.8.3.3). Community response implies the strategy that mobilises community members to support the inclusion of learners at risk. The participants further demonstrated the value of emergency medical services to assist schools with learners needing emergency medical services while at school.

In this regard, one participant stated that it "*is for safety also when coming to transport, when we have a crisis. It's a risk also because we do not have a license that paramedics have to transport the patient, so if something happens to the child, we will run*" (M6a). In other words, it is important for school management to bear in mind that the decision to intervene and support learners should always be within the parameters of the law and not put the team and school at risk and in conflict with the law (Section 2.8.3.4).

The participants reported that collaborative support through multidisciplinary personnel promotes an exchange of ideas, experiences and skills. This develops teachers and school managers professionally and improves their knowledge of different learning barriers. One member of the SBST expressed the notion of capacity building as follows: "*I think it's because each and every stakeholder has an opinion to the challenge like we do have certain knowledge as leaders in education*" (M3c).

In order to assist learners with specific barriers, the SBST member explained the importance of a heterogeneous team approach strategy this way: "*Learners' cases will always vary; so, we will always need someone with a particular skill or profession to deal with the case of the learner on that*" (M5c).

4.5.2.4 Advocacy or outreach programmes

The participants revealed that one of the strategies they applied to advocate inclusive education is doing community outreach in neighbouring schools. The outreach programme entails sharing the best practices with teachers and managers of those schools in areas like the identification of learners with barriers and the establishment of SBSTs. The member of SBST said the following about their work: "*We can also say that inclusive education is community-based.*

Here we are talking/working with different people and different parents because most often when someone is having a problem, like those who are having problems with social grants, they visit our school for assistance" (M5c).

4.5.2.5 SIAS strategy

The DBE adopted SIAS as a policy in 2014. As indicated in Chapter 2, it is vital for school management to have adequate knowledge of policies that govern inclusive education, which include SIAS policy of 2014 (Section 2.9.9.3). SIAS is regarded as the strategy that is able to facilitate the implementation of inclusivity in full-service schools in a standardised and professional manner that is free from favour or prejudice. The imperatives of SIAS strategy stated in the latter sentences aligns with Vygotsky vision of using the zone of proximal development, to motivate teachers and school managers to recognised that knowledge of the background of learners in your school and classroom is fundamental in making inclusive education a reality in full-service schools. In other words the theory contributes immensely to the idea of screening, identification, assessment and support, and it is through structured process of SIAS that quality support to individual learners diverse education needs in a full-service school can be made practical.

Therefore, the capability of the members of the SBST with regard to facilitation and coordination of quality support for learners identified with barriers to learning within the SIAS protocol is crucial. The road show to train teachers on SIAS policy document was launched and it is still on going. In order to assess the application of the SIAS strategy in full-service schools, the following question was posed to the focus groups: *What is your understanding of SIAS strategy?* The responses from the members of SBST are presented below.

M4b*:* "*SIAS is about screening and identifying learners with problems and challenges*".

The third member in the same school reiterated M3d:"*SIAS is about all learners with barriers to learning, and how we can help these learners by doing intervention*".

The other participants members of the SBST for School C and E elaborated on the matter as follows: "*SIAS is not only about the barriers to learning, it is almost about each and everything that you can catch at an earlier stage to help the learner*" (M4c).

M4e*:* "*SIAS is a tool that will assist the educators to check the brain or ability of the child, by screening the learner.*"

The participants revealed that the SIAS strategy has a diagnostic element that is learner-centred thus complies with Vygotsky core tenet of social constructivist theory in education. Furthermore, SIAS outlines procedures to determine support needs of learners identified with barriers to learning. In addition, the participants indicated that SIAS is an important management tool recommended to assist the school management for efficient organisation of inclusive education in full-service schools. The results of SIAS normally indicate the kind of support to be given to learners with special education needs.

It is evident from the above discussion that the aim of SIAS strategy concurred with critical theory prescripts and views that social justice can only be achievable it the education system is cleared from contradictions identified by critical theory and SIAS such as to address the challenge raised by school managers regarding the issue of vague policies (Section 2.3.4). Its purpose is also to clarify to the school management what (kind of learning barrier), when (at what stage), where (institutions of help), why (cause and effect), and how to determine the level of support needed for learners with learning barriers (DBE, 2014:9).

4.5.2.6 Admission of learners within SIAS protocol

The SBST plays a crucial role in determining the additional support needs of each learner in the school. They do this by organising capacity-building programmes for teachers, which covers procedures and intervention strategies using SIAS strategy to address a particular learning barrier (Nel *et al*., 2012:57). SIAS policy recommends that identification of learners with special education needs should be diagnosed during the admission stage from a learner profile, health chart and interview with parents (DBE, 2014:8).

To find out how the SBST members utilise learner profiles during the process of admission to identify learners at risk, they were asked the question: *Is your team involved in the admission process, and if so, at what stage are you involved?* In answering this question, the member of the SBST from School E was forthright and stated, "*To be honest, we do not take part in the admission process; it's only later we will get the information from the forms that indicate the learner has some barrier*" (M3e). A member of the SBST from School C communicated his/her experience as follows: "*During the admission of learners, we are not always at the admission centre; when they are admitting, only the management do the admission*" (M2c). The same situation of non-involvement of the SBST members in the process of admission was further confirmed as follows by the member of the SBST from School B: "*As educators, we are not*

involved in the admission; so, I think training is needed for all stakeholders to know what needs to be done" (M2b).

From the above excerpts, the challenge that emerges is that in some full-service schools, the school management marginalised participants on admission issues and did not involve the team during the initial stages of admission processes (Section 2.9.9.3). What transpires from the data is the oversight that school management does not utilise the services of the SBST members optimally and admission within SIAS protocol is not observed. The oversight could be one of the factors that may indicate the reason why school managers and support structures are struggling to implement inclusive education in full-service schools.

Failure by the school management to administer the admission of new learners through a consultative process recommended by SIAS has negative implications for teachers, school management, learners with learning barriers, and inclusive education in full-service schools. Some of these include poor identification of learners at risk, negative attitudes of teachers towards inclusive education, unwillingness to participate voluntarily in coordinating structures, and the collapse of collaborative support for learners with barriers in full-service schools.

The negative implications stated above as a result of the lack of systematic intervention in the case of this study, the bypassing of SIAS process were also noted by Westwood (2001:13). The latter author asserts that learners identified as slow learners are in the majority in ordinary public schools and that their special educational needs often do not receive the attention they deserve. The latter statement implies that in most cases, school management is incapable of coordinating support for vulnerable students through SIAS policy.

4.6 THE ROLE OF SUPPORT STRUCTURES

4.6.1 The Role of HoDs

The HoDs is a section of school managers responsible for curriculum planning and delivery in school and has teachers under their care. In other words, HoDs are directly involved in issues of inclusive education in full-service schools (DBE, (2010:130). The education reform to an inclusive education and training system and establishment of full-service schools extended the role of HoDs in addition to their traditional role mentioned above. To find out how the HoDs perceive their role in inclusive education, they were asked the question: *What do you think is your role in the provisioning of inclusive education?* Their responses to this question are presented below.

HoDb: "*To make sure we have a plan in place whereby teachers are going to help learners and to complete the SIAS document for all learners and to ensure there is evidence of intervention.*"

Another HoDd from School D added: "*We are members of the SBST (School Based Support Team). We encourage educators to identify learners who experienced barriers to learning and we refer these learners to remedial teachers we are having here at school.*"

The above responses show that the role of HoDs in inclusive education, among others, is to plan and monitor that teachers support learners identified with barriers through SIAS processes. In addition, they organised additional support for learners by referring them to remedial teachers (learning support teachers). The participants also indicated that the HoDs played a prominent role in the SBST activities.

4.6.2 The Role of SBST in the Context of Inclusive Education

The data gathered through the interviews confirmed that all full-service schools have established SBST as proposed by inclusive education policy (DoE, 2001: 48). The purpose of this team is to acknowledge the teachers insight, experience and skills that are critical for addressing barriers to learning at school level. In doing so, the teachers are given an opportunity to participate in the decision-making processes and designing support programmes as recommended by Van der Westhuizen (2011:57). The same question relating to the role of the HoDs in the provision of inclusive education above was posed to the SBST. Different members of the SBST responded to the question and explained their roles as follows:

M2a*:* "*We provide the necessary support to the learners and to the parents and we have to be a link between the Department and the school.*"

The SBST member of School C also clarified their role as follows: "*We have to make sure that resources are available that can assist us in teaching those children and to see to it that we invite professionals or refer learners to different institutions for assistance if we cannot manage. The other function we don't concentrate only in our school; we also look in the neighbouring schools that they refer learners here to get assistance*" (M5c).

The above information signifies the relevance and significance of the SBST, a structure mandated to ensure qualitative provisioning of inclusive education. The main function of SBST is to coordinate teacher and learner support activities at school in conjunction with other

external structures in the school community for learners identified with barriers or at risk in the system (van Deventer, 2010:67).

The participants also confirmed what De Bruyn (2002:286) emphasised in his research that collaborative work is key when organising inclusion in full-service schools to meet learner diversity. A member of the SBST from school B said this about their work: "*One is to help the educator in the classroom like the educators refer learners to the committee. The committee team creates activities, which educators can use to assist the learners. The team also refers learners for assessment and screening and we refer cases to the area office or Department officials*" (M4b).

Other than the administrative roles, the participants highlighted the importance of regular interaction to discuss cases or share knowledge and skills on barriers to learning (Section2.9.8). One participant stated that they recognised the value of team interaction session as follows: "*The team must have meetings to learn about barriers, and also about the gifted learners*" (M2e).

4.7 FACTORS HINDERING S THE PROVISION OF INCLUSIVE EDUCATION

In this study, factors that impede the school management from providing inclusive education effectively are the limitations that are inherent in the school and the education system. The themes that emerged from the interviews with the members of the SBST are discussed below.

4.7.1 Curriculum Changes

In relation to the NCS, the participants revealed the negative effects of constant curriculum changes (2.3.8). They expressed their frustrations as follows: "*The curriculum is done for all and the department must schedule programme for learners with barriers"* (M2e). Similarly, HoD4b stated, "*Educationally, we can't exclude the old system of teaching methodologies. If we do that, we are going to mislead our kids because the government is changing and chopping the system*".

The participants attributed the failure of school management to create an inclusive school culture (Section 2.8.3.2) to curriculum changes. The participants posited that the DBE was inconsiderate by putting school management under such awkward conditions that often caused confusion and uncertainties. The responses above indicate a complex situation the school management is faced with regarding curriculum design. The participants' inputs concurred

with Hoadley's (2012:88) view that the NCS has no specified content areas for learners with learning barriers and gifted learners.

The author proclaims one of the deficits of the NCS is that it gives teachers some leeway to design what they think will work for curriculum adaptation and differentiation. This implies that the NCS does not have readily available inclusive learning programmes and lesson plans that accommodate cognitive diversities of learners, particularly those with learning barriers. In this context, the implementation of inclusive education in the classroom during the teaching process is grossly delayed in the sense that teachers and management are subjected to inconsistencies, non-standardised teaching plans and spend more time on trying to figure out the best lesson plans that will accommodate learner diversity.

The participants' responses above highlight the challenges and risks that face school management and full-service schools because of non-standardised curriculum design used in the school system. This works against the efforts of school managers in rendering inclusive education and development of full-service schools within the framework of the NCS. Furthermore, the participants expressed a concern that the DBE typically used a top-down approach when introducing curriculum changes in schools without enough time for the school management and teachers to make input.

In essence, the interviews with participants reveal that school managers and teachers were not given enough consultation time to debate national curriculum issues pertaining to inclusive education and the establishment of full-service schools. The participant' view below attest to this claim:

Ho2b: "*The government fails us because they sit there and discuss issues; they don't involve teachers and implement them; so, this gives some problems of handling these things. I think they should call a seminar where teachers are involved because it is teachers on the ground who know what is happening and can advise the government on how the new curriculum can be implemented.*"

The situation above shows that teachers and school managers are unhappy with the DBE's top-down approach. The approach may create a difficult situation for school managers and result in negative attitude and resistance from teachers to inclusive education as prescribed by policy (Section 2.3.2). The participants' responses confirmed the perception that the DBE was hamstrung by pushing the expansion of inclusive education while it is not ready for the tasks.

This view was confirmed by the National Director of Inclusive Education at head-office in his progress report to the Heads of Education Departments Committee (Hedcom) on the status of inclusive education provision in the country (DBE, 2012:5). He (Director) conceded that the system relied heavily on a kind of "Stop and Patch approach", meaning the inclusive education programme was not well coordinated in a manner that would assist the school management with the smooth implementation process.

4.7.2 Inconsistency of Intersectional Collaboration

An inconsistency in intersectional collaboration refers to the poor response from other sub-directorates of the departments, sister departments and non-governmental organisations when school management consults them for intervention and support for learners identified with barriers to learning and development. The participants' responses quoted below bear testimony that they did not always get the assistance from institutions and specialists as per inclusive education policy directives and expressed their frustrations:

M2c:"*Sir, the other thing is the institutions that must help us are not always available. Sometime we write letters for assistance and they say we must keep on writing and that affects our work as the team because we don't know what should happen next.*" The HoD from school pleaded, "*We need the school nurse to visit regularly because she visit seldom and even the clinic is not working 24 hours. Most of our parents are illiterate so we have to do everything on our own and most of our learners are getting pregnant*".

M2 are marked, "*I think this is not really good enough because we actually need the assistance of a psychologist and that booklet is just there, but the problem is not really addressed. It's not really sufficient because we fill in all those forms, but we don't get follow-up of how to assist the learner, so specialist service is not sufficient*".

The participants revealed that accessing specialist services or other institutions for SIAS is a big challenge. The situation often leaves school management in a serious predicament, particularly when the barrier of the learner seems to be beyond matters related to curriculum delivery (Nel *et al*., 2012: 58). The authors established that effective support to learners at risk is determined by the accurate identification of the learning barrier affecting the learner during the SIAS process. The participants' concerns highlighted that a lack of proper diagnosis of the actual nature of the learning barrier by professional specialists and diminishes the quality of support offered by school management in full-service schools.

Under these circumstances, the participants thought that the goal of inclusive education to respond to a wide range of barriers to learning and development would not be advanced (Green & Engelbrecht, 2009:6). Networking with other stakeholders is an important step to build a circle of care and support. However, the participants also indicated that sometimes they experience poor responses from sub-directorates, sections and other departments and that made it difficult for them to receive assistance in time as expected. One member of the support team clarified this as follows, "*We call the police on numerous occasions and they tell us they can't come because they do not have transport*" (M1a). Another member of the support team explained the consequences of this as follows: "*Sometimes some stakeholders they don't continue with the necessary support and that the learners get lost in the system… Sometimes they themselves are having problems, say financial problems; they can't always come to support us because they do not have transportation or they have one psychologist for 50 different schools*" (M2a).

4.7.3 Inflexible Post Establishment in Full-Service Schools

The guidelines for inclusive education are explicit about staff provisioning for support in full-service schools, and that is, if a school has an enrolment of more than 500 learners, it should have a learning support educator on a full time basis (DBE, 2010:15). As indicated in Table 4.1, only two full-service schools that participated in the study had permanent learning support teachers in their establishments while the other three did not even though they met the minimum requirements. The participants' responses below represent a call from school management to the DBE to provide learning support teachers in the establishments of their full-service schools.

Ma asked, "*Why should the number of teachers in a full-service school be the same as that in ordinary public school? I mean, if the ratio says 40:1, why should it be 40:1 in a full-service school with children with barriers?*"

The participants indicated the difficult circumstances under which school management is working to implement inclusive education. The responses above show that the system itself is not ready to support school management adequately because it is still lacking behind in addressing the problem of inadequate human resource.

4.7.4 Inadequate Training for Inclusive Education

White Paper 6 requires strengthening of teacher development and aligns it with inclusive education and training system (DoE, 2001:49). Among others, the DBST may train teachers and the school management members on pedagogical barriers, curriculum differentiation for inclusion and how to improve classroom climate to enhance inclusion (Doyle 1986:394-395, cited in Drinkwater, 2002:2). Therefore, concrete teacher development programmes (Section 2.9.1) for school management and teachers about inclusive education practices, learner diversity and development of functional full-service schools are crucial.

The participants' responses below illustrate a lack of knowledge among those working with learners experiencing barriers to learning in the classrooms of some full-service schools.

M1a:"*Most of the teachers here are not trained on special education needs; about 90% of them. They know about learning barriers, but they don't know how to handle them, how to identify them; they don't know how to address them, so just training on SIAS is not enough.*"

M2b:"*In addition to that, we do not have teachers who are specialists in areas such as teaching learners with disabilities because most of us here we are trained as teachers to teach normal learners.*"

The participants reported that most full-service schools have human resource deficit as a large number of teachers on the establishment were not trained or qualified to teach learners with barriers. It means that pedagogical barriers are widespread and inclusion of learners with barriers in classrooms and lesson activities is still not happening as expected.

4.7.5 Poor Parental Involvement

The active involvement of parents in the education of their children is one kind of support needed much by school management. The active involvement of parents in every step of the intervention up to the point of deciding on ISP is crucial (Eason & Whitbread, 2006:13). The benefit of a good family-school partnership guarantees the protection of the rights of learners with barriers and against stigma in the school community (DoE, 2001:14; SASA of 1996, Section 3).

The participants stated that they did not enjoy parental support optimally as expected like in the neighbouring schools. The member of the support team confirmed this in the quote below.

M1a: "*When the child is attending primary here in our school, the child is neglected, underfed, but as soon as she goes to school in Stellaland Primary (former Model C), everything changes; it seems like a typical stigma for our school versus another one*".

However, the study established that the participants were not satisfied with the poor responses they received from the parents of affected learners in most instances. HoD2c from School C shared her experience by saying, "*Parents of learners who have barriers are not so supportive when coming to assessments of learners because they also fear of the difficulties that the learners have, so it poses a challenge to the educator*". Parental involvement helps parents to understand the situation the teachers and learners are faced with, and the reason for particular support strategies the school uses to help learners; parents learn the strategies and methods they can use at home such as behaviour management (Westwood, 2002:210).

When family-school partnership is strengthened, it reduces conflict between the school management, teachers and parents (Eason & Whitbread, 2006:14). The SIAS policy recommends that school management should have parent consent in every step of the intervention process. It is difficult for school management to adhere to the rules because some parents are not cooperative or are in denial that their children have barriers. One member of the SBST from School C elaborated, "*After SIAS (Screening Identification Assessment and Support) the learner will come back to you and say, mama said I am fine, so there is no need to get help or go to another school*" (M4c).

The refusal of parents to give consent for placement of learners in special schools is a serious setback for learners and school management. Failure to place learners with high support needs in time has serious consequences and increases their likelihood of the learner dropping out of school (Section 2.3.5). It is paramount that school going children receive parental support and care on a daily basis. Eventually, children living on their own cannot cope with the schoolwork because they are overburdened with parental duties of looking after the home and siblings. In this regard, the participants confirmed the challenge of child-headed families affect the school-going children negatively as follows: "*The parents are at Joburg, and as such learners are overloaded with responsibilities and that's why sometime they cannot achieve as expected*" (HoD1b). This demonstrates that relationship challenges between parents and teachers limits the role of school management in rendering support to learners experiencing barriers to learning (DBE, 2014:17).

4.7.6 Inadequate Support from District-Based Support Team (DBST)

The DBST refers to a team of officials particularly from inclusive education unit and it consists of learner support coordinators, psychologists, social service officials, therapists and principals of special school that serves as a resource centre. The team is completed by officials from other sub-directorates, namely, Budget section, Assessment, School safety, Infrastructure and human resource (Section 2.9.5). In terms of Education White Paper 6 (2001), the DBST is a key structure essential for education support services and fortifies the role of school management on the provision of inclusive education in full-service schools (Department of Education, 2001:47).

One of the core functions of the DBST is to coordinate the services of different units to support the school management in addressing barriers to learning. It also trains school management members and teachers, and monitors the organisation and delivery of inclusive education in full-service schools. The curriculum support services (Section 2.9.6) should collaborate with inclusive education officials to promote the best inclusive teaching and assessment strategies in the classroom. In respect of curriculum support services, one head of department made a humble appeal thus, "*We need support from subject advisors on curriculum matters, for example, on how to use the national protocol of assessment for our learners with barriers*" (HoD1c). The participant appealed for regular support from curriculum specialists on the implementation of inclusive assessment strategies for learners identified with barriers.

4.7.7 Ambiguous Feedback from Professional Specialists

The therapists are qualified professionals with specialised skills for SIAS of learners with barriers. Their focus is to determine the functioning level, perceptual and developmental delays, and to help school management and teachers at full-service schools to profile each learner's special educational needs. Therapists do not diagnose, but they validate the possible barrier identified by the teacher from the classroom.

The profiling of learners by therapists should be in a holistic form of report that indicates learners' strengths and weaknesses and suggest a structured support plan with recommended intervention strategies. In some cases, they should provide appropriate assistive devices needed by the learner to access the curriculum independently. The participants had some reservations about the therapists' reports. The excerpt below by the member of the SBST clarifies this.

M4c "*The other thing is the report back from the different stakeholders, for instance, we refer the learner to the OT (Occupational Therapist), they should see to it that their report is clear to the teacher, so that it can be used to help the learner. After the assessment of the problem of the learner, they should give example to say if you treat the learner in this manner, he may be assisted*".

The participants reported that the therapists provided them with vague reports after SIAS process in most cases (Section 2.9.4). They indicated that the therapist reports were in most instances unclear and did not help much because they left school management and teachers without recommended support for learners from the curriculum point of view at school level. The implication of vague reports from the therapists might demotivate school management and teachers to be reluctant to refer learners to specialists.

4.7.8 Lack of Knowledge of Assistive Devices and Specialised Equipment

As indicated earlier in Table 4.1, the DBE has provided the full-service schools with assistive devices and specialised equipment. An assistive device is any item or equipment that can be utilised to support learners with barriers and help them to bypass the barrier and improve access and achievement (DoE, 2002: 11). The provision of assistive devices to a full-service school is meant to enhance its readiness for inclusion. These devices can assist learners to bypass learning barriers and to access educational activities.

It is important that teachers should know how to use assistive devices since lack of knowledge would render them unhelpful. The concern about non-utilization of assistive devices and specialised equipment is captured in a response by one HoD who disclosed, "*We do have assistive devices – so many here at school, but some of them we are unable to use them; that's why I am talking about training so as to use those devices to optimal level*". This participant shows that there is a lack of purpose if providing assistive devices if end-users, namely, teachers, learners and members of school management are not capacitated to utilise them efficiently. Failure to use the assistive technological devices optimally in full-service schools renders them a fruitless and wasteful expenditure. The participant input means that the purpose of assistive devices was not clearly defined to school management, and as a result, the majority of learners with learning barriers are excluded from the learning activities (Stofile & Green, 2009: 58).

4.7.9 Infrastructure Challenges

The five schools that participated in this study are old and they were built for learners without barriers, and this poses some accessibility challenges. These schools need several physical adaptations and major renovations (see Table 4.1). For instance, 40% of buildings in School E were built with stones, and this created challenges concerning modification of classrooms. At the time of the study, the double storey building at School A was not user-friendly to build ramps with rails. The department tried to erect one but the structure failed owing to high steepness that posed safety risks for learners using wheelchairs.

The shortage of classrooms is another bigger challenge in most full-service schools and participants vented their frustrations about this problem. One support team member explained this as follows: *"The other challenge is the learning space because we are a full-service school; we don't have a structure for our learners. The one we are using now is a computer lab and is not conducive*" (M5c). The HoD from School C stated that a shortage of classrooms impacted negatively on effective teaching and learning, and exclaimed, "*Overcrowding derails the implementation of inclusive education in a number of ways* (HoD1c). One HoD explained the negative effects in detail as follows, "*Inclusive education is possible in a possible environment; you look at class for now, there are 65 learners in a class, and how are you going to accommodate all the learners. How are you going to check if they have reached the goal of the lesson in 30 minutes period and you need to prove yourself? It's a bit difficult in a situation like this*" (HoD2b).

M2a further explained, "*Our classrooms are not equipped with the hand wash basins that we used to have in class with running water*". The negative implications of lack of fitted basins with running water in classrooms were explained in detail by another member who said: "*We have small loose basins where everyone is washing hands and it is not very hygienic. The germs also now habituate easily in the loose basins without running water*" (M3a).

The participants indicate that some classrooms in full-service schools are not adapted to meet the fundamental requirements for optimal functionality. Accordingly, policy protects the rights of learners to learn in a clean learning environment is an important role of school management (DBE, 2010:10). In doing so, school management enhances the principle of human rights and social justice for all learners (Section 2.2.2).

M2a continued, "*If we can get a proper playground for learners, for the bigger learners in school site; they (Learners) came here and plan all other wrong things because there is no sport field to keep them busy*".

The participants also cited a challenge of having undeveloped school playgrounds and complained that it contributed to acts of delinquency at school. With undeveloped playgrounds, inclusive education may not be implemented effectively in some areas of the school and a holistic development of learners tends to be deterred. The participants also suggested that playgrounds at schools should be developed in a manner that would help minimise behavioural challenges since this would encourage learners to play during break times and not engage in unlawful activities.

4.7.10 Misunderstanding of SIAS (Screening, Identification, Assessment and Support) Strategy

As the District Education Officer in North West Province since appointed as Senior Education Specialist for inclusive education, one of the inconsistencies I have observed during the monitoring of full-service schools is that most school managers and coordinating structures use SIAS for a single purpose of removing a learner from mainstream school to special schools. If this perception and practice is not addressed adequately, many school managers will continue to struggle to achieve the objectives of SIAS policy. The excerpts below attest to the observed situation:

One participant explained this setback as follows: "*Teachers are very reluctant to identify learners with problems because of all the admin work they have to do, and then SIAS actually is delaying everything. In my personal opinion, SIAS has actually created a lot of red tape. We try SIAS all the way and also bypass certain things*" (M1a).

The participants revealed that some members of the SMT and teachers did not consider SIAS strategy and were not motivated to apply it effectively despite challenges. The participants' views in relation to SIAS malpractices draw attention to the notion of the teachers' negative attitudes with specific reference to SIAS (Section 2.3.3). The information serves to confirm that in some full-service schools, the old and biased approach is still prevalent and practiced, and in such a situation, the learners at risk cannot be adequately assisted and the impact of the school management on inclusive education will not be effective.

The participants' remarks showed that the DBE fails to explicitly coordinate and communicate the purpose of the SIAS strategy and its process to the school management and other implementing structures. As a result, it seems SIAS training at school level fails to achieve the desired change in all the stakeholders and does not help them understand the benefits of standardisation and quality support associated with the SIAS process. The participants' view shows that even school management is unable to provide guidance and assistance in this regard.

4.7.11 Inadequate Financial Support

In order to ensure that school fee does not become a potential barrier to access to education, the Ministry of Education in South Africa introduced the norms and standards for financial support in some public schools that have been declared as "no-fee schools" (Davies, 2012:20). The five schools that participated as research sites were "no fee schools" or quintile 1 and 2, meaning that they receive a higher allocation per learner in Section 21 allocations. However, the participants revealed that there are financial constraints that prohibit them to implement certain responsibilities to facilitate inclusive education. They explained this in the following way:

M4a: "*Finances, we have been planning a budget to change one of our toilets to be wheelchair-friendly, but the money is not coming*".

M1e: "*We need to be involved in the budget planning to identify the needs of the remedial centre and learner support needs*".

The participants reported that in order to carry out their support duties effectively, there should be enough funding. This would enable school management and SGBs to provide financial resources where necessary. The department allocates finances to schools, but school management and school governing body should be equipped with skills to improve sound financial management and administration (Section 2.8.3.8). The school management and school governing body should adopt democratic values and involve other stakeholders in the budget planning process in order to forge accountability. The quote below provides testimony of the participants' unpleasant experiences.

M1a: "*To be honest, we have the fundraising, but we never see the money; we don't really know where the money is going*".

The participants raise a concern that in some full-service schools, they were involved in fundraising activities, yet the purpose was not communicated to them and they did not receive feedback as to what the income was used for. This autocratic practice is not suitable for establishment of a functional full-service school because inclusive education requires transparency in all aspects of the school administration in order to promote a sense of pride, belonging and ownership of developmental activities.

4.8 OBSERVATION OF TEACHING AND LEARNING

All the five research sites had electricity for all the classrooms, which were also well ventilated. Effective classroom management manifested by highly motivated teachers and learners created a suitable environment for sound inclusion practices even in cases where some classes had more than 50 learners. The learner enrolments of over 1000 were high in the three full-service schools, while the enrolment in the other two schools was around 600. Only two full-service schools prepared for the lesson observation as requested in the invitation letter. The lesson presentations were done in Grade 4 in School C and Grade 1 in School D. In School C, Grade 4 class had 51 learners, and it was fitted with an overhead projector with acetates and wall-mounted projector screens used to present a life orientation lesson.

Although it was a big class, the assistive devices managed to assist the teacher to minimise the systemic barriers of overcrowding and improve access to the curriculum. In Grade 1 class, I observed a lesson for English First Additional Language was taught by the Afrikaans-speaking teacher teaching Setswana-speaking learners. The classroom was adapted and stimulant rich for beginners and was fitted with wide screen television sets and speakers, kids' laptops, portable radios, and puppets to accommodate different learning styles and learner diversity. The teacher was an excellent language teacher because she handled transition from Setswana to English beginners in a very skilful way and that was manifested by the learners' active responses and participation during the entire lesson, and she was not intimidated by the presence of a guest teacher.

It was observed that teachers did not utilise assistive devices optimally to support learners with learning barriers. It also was noticed through observation of timetables and lesson plans that most of the devices were not accommodated in the teachers' lesson plans. The situation where assistive devices are purchased and not used to improve flexible curriculum delivery, access and participation of learners with learning barriers led to wasteful expenditure and poor management of resources (Section 2.8.3.8).

4.9 CHAPTER SUMMARY

This chapter analysed and presented data from the empirical study conducted by means of observations and interviews with principals and deputy principals, and focus group interviews with the HoDs and SBSTs. The research sites were profiled in a table format for the reader to have a comprehensive picture of the conditions of each full-service school. Altogether, 40 participants were interviewed and their responses were analysed critically against the main question and sub-questions of the study. Data were analysed and interpreted of literature review and the empirical research. The participants' responses show multiple challenges facing the school management with regard to the effective implementation of inclusive education. What could be deduced from the participants' responses is that principals, deputy principals and HoDs need to receive some training on inclusive education in general, its implementation and culture within a school. A school where inclusive culture is promoted, everybody is recognised as an important stakeholder and their views are valued without favour or prejudice in every aspect of school administration.

CHAPTER 5:

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter presented and analysed data from the both the individual and focus group interviews and interpreted the findings. This chapter draws conclusions, proposes recommendations, highlights limitations of the study, and proposes a management model for effective expansion of inclusive education in full-service schools. The purpose of this is to ensure that the inclusion of learners with exceptionalities is achieved in line with policy directives and regulations, especially Education White Paper 6 (DoE, 2001) and Guidelines for Full-service/Inclusive Schools (DBE, 2010).

The main purpose of this study was to explore the role of school management on advancing the provision of inclusive education for *all* learners in their respective full-service schools. The participants comprised principals, deputy principals, HoDs and the SBSTs. The literature review and empirical research was conducted in order to address the main research question and sub-questions posed below. The main research question was framed as follows: What is the impact of school management in the provision of inclusive education? The main question was broken down into sub-questions (Section 1.4) that asked more specific question regarding the topic of research. The questions posed below guided the study and helped to inform the kind of data that the empirical research should look for.

- What are the perceptions of school management on inclusive education?
- What is the role of school management in the implementation of inclusive education at full-service schools?
- How can the school management be guided and supported on the implementation of inclusive education?
- What are the strategies for effective implementation of inclusive education?
- Why do some school management members find it challenging to implement inclusive education in full-service schools?

When designing the interviews schedules for both individual participants and focus groups, the above questions were used as a framework of reference in order to minimise the inconsistencies

and enhance credibility of the empirical research data. The conclusions of the study will be based on these questions.

5.2 SUMMARY OF THE STUDY

In Chapter 1, background to the study, problem statement, main research question, and sub-questions were presented probing the impact of school management on the provision of inclusive education in full-service schools in Dr RS Mompati District in North West Province.

In Chapter 2, literature review was conducted on the historical background of inclusive education, and the perspectives on the national and international discourse of the subject were explored. A conceptual framework was developed using the models of inclusion, namely, integration and inclusion. Some theories behind the development of inclusive education, namely, critical theory and systems theory were discussed. The theories provided a history of and perspectives on inclusive education, as well the rationale behind a paradigm shift to an inclusive education system. Finally, the chapter highlighted the challenges faced by school management, which can drastically affect their work if not addressed properly.

Chapter 3 presented the interpretive paradigm, qualitative research methodology and a case study, and the research design adopted for the study. The instruments and strategies used to collect data were also highlighted.

Chapter 4 presented an in-depth analysis of data collected through individual interviews with the principals and deputy principals as well as from focus group discussions with the HoDs and SBSTs. The participants' responses were recorded verbatim using a cell phone voice recorder, and the researcher took parallel notes during the interview process to supplement voice recording. The transcribed audio recordings were transcribed verbatim into text data and then organised into categories, and those that were common were grouped into themes. The main themes were broken into sub-themes to help the researcher to make an appropriate analysis of data and to avoid duplication of information between themes.

This fifth and final chapter summarises the study with special reference to literature review and empirical research findings, draws conclusions from literature review and research findings, and proposes the recommendations that can improve practice in the management of inclusive education. The recommendations are largely related to the factors and challenges that hinder school management from implementing inclusive education practices optimally.

5.3 CONCLUSIONS FROM LITERATURE REVIEW

This section gives an overview of the different themes explored in the literature review on the role of school management in the implementation of inclusive education in schools.

5.3.1 Conclusion related to Research Question 1: School Management's Perception of Inclusive Education

The review of literature reveals that school management should be knowledgeable about the statutes, policies and regulations that govern the expansion of inclusive education. In particular, the Constitution of South Africa legitimises the implementation of inclusive education (RSA, 1996, Section 29) and the establishment of full-service schools and this is further supported by the SASA of 1996 (Section 5). The knowledge of policies and regulations assists the school management to organise inclusive education effectively in full-service schools within the parameters of the law. Botha (2004:242) concurs that school management should lead and direct stakeholders at school and to eliminate policy deviation and confusion. For this to happen, they need to acquaint themselves with the new education laws and policies of inclusive education (Section 2.8.3.4).

The literature review showed that some members of the school management understand inclusive education largely from a disability point of view, meaning that the majority of school management members are still steeped in the conservative practices (Section 2.3.2). The research conducted by Ram and Pooja (2009:4) offers answers to this challenge and describes inclusive education as a multimodal education approach. This means that disability is a component of a wide range of barriers experienced by learners in school that inclusive education seeks to address. According to Engelbrecht (1999:3), for school management to attain the objectives of inclusive education, they should ensure that the day-to-day operations of a full-service school reflect on the democratic values and inclusive education principles (Section 2.2.2) as outlined in the constitution.

Lewis and Doorlag (2006:5) indicate that the impact of school management on the school is manifested by inclusion practices such as inclusive teaching strategies, admission of learners with learning barriers in mainstream schools, support structures, and intervention strategies to improve performance. When the school embraces these practices, it will enhance accommodation of learner diversity and access to equal education opportunities. Policy

documents, guidelines and SIAS strategy were adopted and endorsed to ensure an even ground for development and implementation of inclusive education (Landsberg, 2011:18).

Kruss (1997:2) emphasises that the success of the school management in sustaining inclusivity is dependent on their knowledge and correct interpretation of policies that are designed to initiate inclusive education activities in full-service schools. In this respect, Naidu et al. (2011:4) propose that the school management should undergo a paradigm shift and relinquish authoritarian and non-consultative approach and strive to promote democratic school governance (Section 2.3.1). In addition, Amineh and Asl (2015:14) submit that principals, deputy principals and HoDs should improve their knowledge of learning theories that led to the emergence of inclusive education and their impact on their classroom practices (Amineh & Asl, 2015:14). From literature review, it can be concluded that the successful implementation of inclusive education in a manner that benefits all learners' in particular full-service schools, depends largely on the SMT's knowledge of inclusive education (Bush, 2005:2; Mathibe, 2007: 415).

5.3.2 Conclusion related to Research Question 2: Role of School Management in the Implementation of Inclusive Education

According to Farrell and Shaliza (2012:2), the role of school management entails institutionalisation of inclusive education policy, which is deeply rooted in democratic and social justice principles. The authors argue that for inclusive education to take hold in a full-service school, school management should adopt democratic values and democratise processes to encourage collective problem-solving strategies in their respective full-service schools.

Literature established that to improve their impact, school management should adopt the principles of a systems theory and run a school as a system of interdependent and interrelated parts (Section 2.7.1.3) working together to achieve a common goal. In the context of this study, it means working together with all stakeholders to promote inclusive education (Grobler, Campher, du Preez, Loock & Shaba, 2003:2). With regard to organising inclusive education in full-service schools, school management should facilitate and influence the participation of all stakeholders to support accommodation of learners with barriers and the establishment of full-service schools. In pursuit of this role, school management is required to initiate and facilitate advocacy programmes to ensure regular interaction with stakeholders, and to discuss issues of inclusive education and support for vulnerable learners (Naidu, 2011:24).

In order to ensure sustainability of inclusivity, the SMT should start advocacy with learners in a full-service school. When learners in a full-service school are taught about individual uniqueness and prepared to understand the reason for differences, they learn to accept and support their peers, and the impact of the school management in the provision of inclusive education is improved (Griffith, Cooper & Ringlaben, 2002:1). The advocacy programme should encompass different aspects of inclusive education such as diversity, respect for human rights and the building of an inclusive school culture (Section 2.8.3.2).

Literature indicates that efficient management of resources is one of the crucial administrative roles of school management (Kruger, 2012:7). Therefore, it is imperative that school management should have a mechanism in place that assists with sound administration and management of resources to enrich an inclusive school culture (Section 2.8.3.4). Among others, the administrative roles of the school management include monitoring the implementation of policies of inclusive education like SIAS and designing timetables to ensure optimal resource utilisation. The SBST should organise support programmes, screening and assessment for learners with barriers (Section 4.4.4).

In organising support, the SBST activities should also consider the special education needs of gifted learners. Finally, the DBE should consider providing readily available inclusive learning programmes, scheme of work and lesson plans that are aligned to Curriculum Assessment Policy Statement (CAPS) for school managers and teachers to implement ISP effectively.

5.3.3 Conclusion related to Question 3: Capacitation and Support of School Managers

5.3.3.1 Institutionalisation of inclusive education

Sound knowledge of inclusive education policy is imperative for school management because ultimately they acclimatise with its unique and unfamiliar fundamental objectives (Naicker, 2006:2) (Section 2.9.1.). The successful implementation of inclusive education dictates that school management should adopt a turnaround strategy and be conversant with new education laws and polices (Section 2.9.5) (Naidu, 2011:18). Literature has established that the promotion of inclusive school culture elevates the impact of school management and it should be a standing item in the management plans for inclusivity in full-service schools (Section 2.8.3.2).

5.3.3.2 Multidisciplinary approach and SIAS strategy

Full-service schools in small towns and rural areas are disadvantaged by a lack of access to professional specialist services in hospitals or special schools and therefore, they cannot fulfil their support role as prescribed by White Paper 6, inclusive education policy. As a result, it is difficult for school management to rally rapport for learners identified with learning barriers in full-service schools as especially for cases that are beyond curriculum issues. The situation renders the school managers and teachers ineffective as far as facilitation of support and intervention to learners with barriers is concerned. Under the said circumstances, the school managers are in most cases left with no option but to administer SIAS by default and the learners at risk are not helped when such malpractice takes place in a school.

Literature established that multidisciplinary approach is elementary for the successful SIAS process whereby identification of barriers to learning from learners at risk is done holistically and make it possible for school management and stakeholders to recommend appropriate intervention strategies and ISP (Downing & Peckham-Hardin, 2007:10). Furthermore, literature affirms that inclusive education is about addressing a wide range of learning barriers and responds to learners' diverse needs in the system (Section 2.7.2.3). The establishment of a multidisciplinary team consisting of professional specialists such as school nurses, social workers, psychologists, therapists, and learning support teachers (remedial teachers) is vital in full-service schools, to assist school management members and teachers with non-curriculum related learning barriers.

5.3.3.3 Staffing in full-service schools

Literature review demonstrated that the school management is faced with the challenges of recruitment and retention of experienced and suitably qualified special education teachers in full-service schools situated in rural areas. Downing and Peckham-Hardin (2007:10) note that effective implementation of inclusive education in full-service schools was destabilised by the on-going changes on staff establishment (Section 2.8.1), and this is still the case within the South African school system today.

5.3.3.4 Curriculum support services

Literature reveals that lack of coordinated curriculum support services from inclusive education officials together with curriculum specialists is detrimental to the capacity of school management to organise inclusivity for all learners in full-service schools (Section 2.9.1) (DoE,

2013:8). This means that curriculum support section and inclusive education respond to policy guidelines and are still working in silos rather than working collaboratively to equip teachers with inclusive education curriculum delivery skills like curriculum adaptations and inclusive assessment practices (DBE, 2011:22). The empirical research confirms this situation and indicates that the information session arranged by officials is often haphazard and confusing the teachers. In that case, school managers will continue to have limited knowledge regarding curriculum adaptation and differentiated assessment skills that promote access to curriculum by all learners in a full-service school (Section 4.4.2).

5.3.3.5 Human resource development for inclusive education

The inclusive education model is delivered within the framework of the education philosophy of OBE because it promotes intervention to learners with learning barriers from the lens of individual learner strength and diverse education needs in full-service schools (DBE, 2010:29). OBE (Curriculum 2005) like inclusive education is clear about being a philosophy that identifies and work on the competencies that individual learner needs to acquire in the classroom and the curriculum is designed to promote the outcome (Ramrathan, 2015: n.p.). Literature reveals that for successful provisioning of inclusive education to occur in full-service schools, teacher development is very important (Section 2.9.1).

Unfortunately, literature review substantiated the concern that the current approach to teacher development and training is not up to expected standard, in this context SMTs is normally invited to orientation sessions for one day or two and the contact time is not enough and does not include hands-on activities to clarify issues of implementation of inclusive education.

5.3.4 Conclusion regarding Question 4: Strategies for Effective Implementation of Inclusive Education

Literature demonstrated that inclusive education is a new phenomenon in South African schools, and only started in 2008, and it cannot be implemented without constraints (DBE, 2009:13; Naicker, 2000:8; Sukhraj-Ely, 2006:4; Swart *et al*, 2002:176). In general, principals and teachers in full-service schools were not formally trained on inclusive education and training system, but they were only offered snap training sessions, which do not adequately prepare them for the tasks (Jansen & Sayed, 2001:6).

It has also been established that, currently, CPD programmes are not provided at the expected pace and that school management experiences information deficit concerning most strategic

issues of inclusive education. Teacher development training should be extensive and cover barriers like attitudes towards inclusivity in schools, the implications of democracy in education, and the differences between disability and learning barriers, development of an inclusive school culture, and management of full-service schools (Eleweke & Rodda, 2002: 117).

The current state of inclusive education in full-service schools will not improve if professional support and staff development are taken for granted by the DBE. It also emerged from the literature review that principals, deputy principals and HoDs have theoretical, skills and knowledge gaps with specific reference to inclusive education and that if the status quo does not improve, resistance to inclusive education by school management and teachers will persist (Knight, 1999:12).

5.3.5 Conclusion regarding Question 5: Challenges that Hinder the Implementation of Inclusive Education

5.3.5.1 Inadequate DBST support

Literature review reveals the significance of support structures, which include District Based Support Team and its composition. It consists of education officials from different sub-directorates led by inclusive education officials in the district. Its main role is to coordinate strategic issues of inclusive education and it is the first line of support to school management and SBST meant to build the capacity of schools to accommodate a range of learning needs (DoE, 2001:47). Moreover, literature reveals that there is a lack of extensive support and capacity building from the District-Based Support Team. Therefore, the school management is left in an awkward position of being unready to implement inclusive education as expected (Naicker, 2006:1).

5.3.5.2 Lack of knowledge of SIAS strategy

Successful implementation of inclusive education in full-service schools relies heavily on the positive attitudes and comprehensive understanding of the purpose of SIAS strategy. Literature confirms that school management and teachers still have no idea of the pivotal role of SIAS on inclusive education (Swart et al., 2002:170). The impact of school management on the development of inclusive education will not be lifted in full-service schools, if management sustains narrow practices of classifying learners with barriers without being subjected to an intensive SIAS process (Landsberg et al., 2011:4).

5.3.5.3 Curriculum changes

In his article, Cobban (2010: n.p.) confirms that ineffective implementation of inclusive education in full-service schools can be attributed to recurrent curriculum change in South Africa. I concur with what the participants raise as concerns in the empirical research. They cited among others incapacitated school management and teachers, inadequate resources (classrooms) that the DBE did not give the necessary attention.). Literature is resolute that school management and teachers struggle to learn, adapt and implement curriculum changes and most of them have not mastered the link between Curriculum 2005, Revised National Curriculum Statement (RNCS), NCS, and now CAPS and inclusive education (Hoadley, 2012:177) (Section 2.10.5).

Literature has established that the end-result of Curriculum 2005 has an adverse impact on the education system/learning, and ultimately, the situation resulted into poor coordination of support, lack of standardization and consensus (Hoadley, 2012:89).

5.3.5.4 Lack of stakeholder involvement

The involvement of stakeholders and school community, particularly parents or guardians of learners is crucial for inclusive education to succeed in full-service schools (Section 2.8.3.6). However, the research findings have indicated that this attitude can be overcome with parental support. The assumption is that school management must not overlook the role of stakeholders and community involvement (Section 2.7.2). In other words, school management should cultivate a school culture that promotes inclusivity and this should be manifested in various school policies, vision and mission, strong collaborative teamwork, and strong leadership (Westwood, 2002:3).

5.3.5.5 System barriers

System barriers refer to challenges that prevail because of system inefficiencies and these can only be rectified by the DoE. The findings from this study established that there is a huge backlog in certain aspects that are fundamental to the establishment of inclusive education in full-service schools and some key areas. Several studies have found that in some learning environments, access is still a major challenge in full-service schools because of poor planning of physical facilities (DBE, 2009:11; Sukhraj, 2006:3). The buildings are old and need major renovation to ensure safety and security of teachers and learners. The following setbacks include school buildings without adapted toilets for wheelchair users, undercover walkways,

undeveloped school terrain, no designated drop-off points with loading bay (Engelbrecht *et al*., 1999:73; Peters, 2004:40).

5.4 CONCLUSIONS FROM THE EMPIRICAL RESEARCH

This section presents the conclusions on the findings of the empirical investigation drawn from both individual and focus group interviews. The conclusions are presented and interpreted in relation to the research questions.

5.4.1 Conclusions in relation to Question 1: School Management's Perception of Inclusive Education

With regard to Question 1, the empirical study reveals that principals are to a certain extent in agreement that inclusive education is a human rights-based education. It also emerged from the study that inclusive education empowers school management to protect the rights of all learners to access equal educational opportunities in the same school setting irrespective of their diverse educational needs. The principals and deputy principals in the study showed consensus and described inclusive education as a kind of education that seeks to accommodate all learners, that is, learners with barriers to learning, learners with disabilities and normal learners in the same school setting (Section 4.4.1.1).

The empirical research provided a valuable insight in a number of issues pertaining to inclusive education, even though some of them could not be discussed fully in the research report. The findings of the empirical investigation indicated that school management and teachers viewed inclusive education as an important catalyst that enabled them to assist learners with barriers. In this respect, Pe stated, "*I would say most of the learners who also were having some barriers, some of them were able to move with the grades. Those are somethings that inclusive education can bring into a school, if everything that is needed is put in place".*

On the flipside, the empirical investigation revealed that some principals, deputy principals and HoDs had not acquired a comprehensive understanding of the education goals inclusive education policy. This was manifested by the responses of the senior members of the school management (principals and deputy principals) during the individual interviews, on the questions that probed their understanding of inclusive education and the policies that endorsed inclusivity (Section 4). Three out of five principals, who participated in the study, define inclusive education in a skewed way and referred to inclusive education as a school that

accommodates learners with disability in full-service schools without mentioning the support for all learners and whole school improvement.

Some participants showed uncertainty in their responses to the question that asked them about other departmental policies that support and guide the implementation of inclusive education. In this regard, DPe responded therefore, "*I think it is White Paper 6 or 7, which support this thing of inclusive education and to single out our school as a full-service*". The response is an indication that some senior members of SMT have a narrow view of the relationship between inclusive education policy and other school policies. Where school management members are not clear about the policy that governs inclusion in full-service schools, the school managers may find it difficult to translate inclusive education objectives it into achievable goals, and they may also be unable to influence teachers and members of the school community to adopt inclusive practices as expected.

The focus group consisting of HoDs and members of the SBST were asked the question: What is a full-service school? The study established that the groups had a comprehensive understanding that a full-service school should be responsive to learner diversity all the times. It also revealed that a full-service school that is ready for inclusion is characterised by factors that support inclusive education practices. It also emerged from the study that there is a need for:

- An adapted school environment with ramps, rails, sheltered walkways, wheelchair adapted furniture and toilets.
- A Pedagogically strong teacher with special education needs qualifications.
- A heterogeneous learner population, which embraces learner diversity.
- Additional support structures (remedial educators or learning support teachers, SBST).

5.4.2 Conclusion in relation to Question 2: Role of School Management in the Implementation of Inclusive Education

The findings of the empirical study revealed among others but not limited the following roles of school managers as crucial to enhance their efficiency in managing inclusive education in full-service schools:

- The principal is an ex-officio member of the SBST (Section 4).

- School management should organise in-school support mechanisms for empowering teachers working in full-service schools by conducting induction sessions and CPD of teachers working in full-service school.
- The school managers cited proper planning and monitoring of inclusive education activities in full-service will improve the impact of school management in creating sound professional relations with teachers and other stakeholders.
- Going forward, the participants highlighted that the school management should promote optimal utilization of resources be it human, material or financial resources to uphold issues of inclusive education at all times. In addition to that they recommend use control systems such as registers and timetables to enhance evidence-based report mechanism.
- It also emerged from the study that school management is charged with the responsibility of mobilising other departments, NGOs, teachers to strengthen collaborative support.

5.4.3 Conclusion in relation to Question 3: Capacitation and Support of School Managers

The empirical research also revealed that teacher development in inclusive education is not enough. It also indicated that most teachers who worked in full-service schools lacked qualifications in special education needs and as a result, they could not understand barriers to learning and how to address them adequately. The deputy principal of School C recommended training every year this way, "*We will need a training that must be done yearly for the new teachers in the system, who are not aware or not trained when coming to inclusive education*" (DPc).

The response above means most teachers acknowledged that they were part of the problem in the sense that learning barriers did not emanate from the learners only, but they also be as a result of the teachers' incapability to address the learners' diverse needs through a strong pedagogical approach (Section 4.). Training serves as a refresher course for elderly teachers in the system, equally so it assists to expose newly appointed teachers to matters pertaining to inclusive education like how to identify learners with barriers and what kind of support is available (Section 2.9.8).

5.4.4 Conclusion in relation to Question 4: Strategies for Effective Implementation of Inclusive Education

The empirical research found that one of the strategies that improve the impact of school management in full-service schools is to learn, adapt and have an in-depth knowledge of statutes and policies, which govern inclusive education (Section 4). The study revealed that knowledge improves the impact of school management in internalising inclusive education strategies and full-service schools where accommodation of diversity is a norm. Knowledgeable school management are always in a better position to make sound decisions regarding support and intervention for teachers and learners with barriers. Therefore, the study on this note confirms that institutionalisation of good inclusion practices is possible if school management understands and interprets inclusive education policy correctly (Section 4.4.1).

The findings also reveal that school management employs different mechanisms to involve parents using different communication tools like letters and meetings to discuss inclusive education issues like learning barriers. It emerged from the study that school management applies strategies such as curriculum adaptation in classrooms to accommodate learners with barriers and to know the special education needs of each learner. The empirical research has established that a multidisciplinary team is crucial for effective inclusion practices. However, the study found that the absence of the much-needed professional specialists' services had negative implications for school management and learners with learning barriers because poor administration of the SIAS strategy and process will not help the management to plan and provide appropriate intervention strategies.

The study emphasises that the correct implementation of SIAS processes by school management is crucial for accurate profiling of learners as indicates the actual barriers facing learners. SIAS strategy is used as a tool by the school management to administer screening and identification of learners with possible learning barriers and though it is best done during the admission process of learners it is an ongoing activity as learners diverse needs evolve with time. The findings also established that participants recognised and valued the introduction of support structures like the SBST as a valuable strategy to facilitate additional support for teachers and learners.

The empirical study also confirmed the problem of inconsistencies in post establishment of many full-service schools regarding human resource provisioning for inclusive education. In Chapter 4, Table 4.1 indicated that the establishment of most full-service schools had no posts

for learning support teachers even though in terms of the guidelines, they qualified for posts, such as teacher assistants, social workers and school psychologists. The study indicated that learning support teachers are pivotal in coordinating and facilitating intervention programmes for learners at risk and managing full-service schools (Section 4.4.3). Failure to appoint learning support teachers on a permanent basis in all full-service schools creates a learner support crisis for school management and SBST (Section 4.4.6).

5.4.5 Conclusions relating to Question 5: Challenges that Hinder the Implementation of Inclusive Education

5.4.5.1 Inadequate DBST Support

The empirical research indicates that the DBST seems not to have a training plan for stakeholders for collaborative support and school management on the control and manage of inclusive education in full-service school. The finding was revealed during the focus group discussion with members of the SBST (Section 4.4.8). The study shows an oversight from the DBST regarding the services of professional specialists that give ambiguous feedback to school management and teachers. Complex feedback from specialists to school management is unhelpful and prolongs the much-needed support for vulnerable learners and under this situation school managers cannot fulfil their mandate of coordinating support for learners at risk to the fullest.

The participants call for the DBST as custodian of inclusive education in the district to take their role seriously and be proactive and conduct induction session with specialists where they clarify purpose of screening of learners from the perspective of promoting inclusive education and qualitative support for learners at risk. In that light, all stakeholders will be made aware of what is expected of them in relation to collaborative support and expansion of inclusive education in full-service schools and the role of school management in managing learner diversity will be enhanced greatly. The findings from the empirical research affirms that the much-needed support by school managers from the DBST is not adequate in aspects that are regarded fundamental to assist school management to implement inclusive education maximally.

5.4.5.2 Curriculum changes

The empirical research reveals that curriculum change diminishes the role of school management in the expansion of inclusive education because when teachers are almost

adapting to curriculum change and start to accept them, they are told to stop. This left teachers with much frustrations and learners becoming victims of being taught by demoralized teachers. Therefore, constant curriculum changes create a fertile ground for resistance to the new curriculum changes, more so when teachers do not feel confident enough to implement it. The empirical study pointed out the limitations of Curriculum 2005 being designed as a one-size-fits-all curriculum, which, according to participants, was unfavourable to inclusive education (Section 4).

The participants cited important issues that posed serious challenges like content organisation in Curriculum 2005, they claimed was rigid and inflexible, and could not accommodate learners with barriers to learning and development (Hoadley, 2012:88). Furthermore, the study found that the school management is faced with the dilemma of implementing NCS or the recent CAPS lacks readily available standardised and streamlined curriculum content that caters learners with diverse education needs for teachers and school managers in full-service schools. The latter concerns also indicate the possibility of curriculum change in the near future since the study reveals that curriculum designers had done an incomplete task, and their responsibility was shifted to teachers. For instance, Curriculum 2005 give teachers the latitude to decide what to teach, for how long (timeframe) and to choose from a variety of assessment activities, which is frustrating to the majority of teachers since they were never formally trained on NCS and inclusive education.

5.4.5.3 Lack of knowledge of SIAS Strategy

The empirical research confirmed that school management members did not understand the purpose of SIAS strategy and the intended outcomes. They were not aware that when the strategy was applied accordingly, it could result in long-term solutions for school management and learners with barriers. For example, the fine application of the strategy put the school management in a better position to make sound decisions, which responded to a wide range of learner needs at their disposal in full-service schools. The correct interpretation of the strategy will also enhance the impact of school management when deciding on the support needs such as material resources, personnel, specialised programmes, and curriculum activities as per the recommendation of the final stages of the SIAS process.

As indicated earlier, the implementation of SIAS is a challenge for most school management members in full-service schools because teachers are not thoroughly trained in practical activities of SIAS by the DBST. The study manifested the malpractices inconsistent with SIAS

objectives used by teachers. The empirical research indicated that teachers complained that SIAS was not user-friendly and had more administrative work. For that reason, school management was faced with negative attitudes of teachers who were reluctant to identify learners with barriers in their classes because of the large volume of administrative work associated with the implementation of SIAS (Section 4.4.6).

The participants reported that the SIAS strategy delayed referrals to special schools and they were sitting with learners that they could not assist while in the past they used to call special schools and arranged for placement of learners identified with barriers. The team members said it is frustrations like these, which often tempt teachers and school management to bypass the SIAS strategy.

5.4.5.4 Lack of stakeholder participation

The empirical research confirms that strong family-school collaboration avoids situations of conflicts, and the learners benefit optimally because parents assist school management to protect the rights of learners with barriers. It emerged from the empirical investigation that parents were not always cooperative when called to discuss the barriers affecting their children at school (Section 4). The study indicated that lack of participation of stakeholders, particularly parents who do not give consent or deny that their children have learning barriers, frustrate the efforts of school managers to strengthen access and participation of learners with barriers in full-service schools.

5.4.5.5 System barriers

The empirical research findings indicates that school managers lacked enough teaching space, which caused teachers to work in overcrowded classes with as many as 70 learners in a classroom. Overcrowded classes undermine the role of teachers in making inclusive education feasible at classroom level, as indicated by teacher-members of the SBST who reported that they were unable to identify in time, learners with barriers or to give individual attention to learners identified with barriers (Section 4). According to the guidelines for full-service schools, the school should be clean and tidy, and have adequate classrooms in order to accommodate the recommended teacher-learner ratio (DBE, 2010:37).

The findings of the study reveal that the DBE lag behind in terms of infrastructure developments needed to support school management and learners in inclusivity matters. In other words, the DBE is not carrying out its mandate to the fullest. This involves ensuring that

full-service schools, which are identified for expansion of inclusive education, are given support constantly until all systems are in place. A lack of adequate physical resources reduces the capacity of school management to facilitate inclusive education effectively, since the budget allocated for running costs of a school cannot be used to build classrooms or to do major renovations.

5.5 HIGHLIGHTS FROM THE EMPIRICAL RESEARCH

The participants' views were informative in many ways. For instance, M6a, member of the SBST at School A highlighted the legal implications and risks facing teachers when they used their transport for intervention to carry learners to clinics during an emergency as they were unlicensed for that service (Section 4).

The participants indicated that they were still experiencing a typical "top-down" approach from the DBE, when introducing new policies and programmes and inclusive education is no exception. The finding is unique in the sense that if the DBE can consider teachers' inputs during and after piloting, many loopholes that arise during the implementation could be identified and addressed accordingly. In this regard, HoDb remarked, "*The government fail us because they sit there and discuss issues they don't involve teachers and implement them, so this give some problems of handling these things*".

One participant defined inclusive education in an interesting way therefore, interpreting inclusive education in two folds, "*There are two definitions, the inclusive definition and financial definition. Financial definition a full-service school is a No fee school, inclusive definition it should benefit children with special needs education such as Down syndrome*" (M6a).

5.6 RECOMMENDATIONS FROM RESEARCH FINDINGS

The findings from literature review and empirical research revealed that there are various factors affecting the role of school management in the provision of inclusive education. These include those that support and strengthen the control and those that hamper the efforts of school managers in organising particular and extensive support for learners with learning difficulties and expansion of inclusive education in general (Strydom, Nortje, Beukes, Esterhuyse & van der Westhuizen, 2012:255). In order to improve the provision and management of inclusive education in full-service schools, the recommendations stated below are proposed.

5.6.1 Training and Capacitation

The success of expansion of inclusive education in full-service schools relies heavily on well-trained, pedagogically strong and satisfied school management and teachers so that they can provide quality support and education to their own learners with learning barriers before they can extend support to other mainstream schools teachers and learners (Strydom et al., 2012:255).

In order to improve the attitudes of school managers and teachers working in full-service schools to accept and implement the new inclusive education system, it is important that the DBE respond to the call from school managers and teachers (Section 4.4) to consider a fully-fledged teacher development course on issues pertaining to successful management of inclusive education. They should also stop relying on "Stop and patch" and snap information sessions that are yielding positive outcomes in most cases (Swart et al., 2002:177; Henry 2001:27).

It is recommended that the North West Provincial Education Department should liaise with and urge the national Department of Education to introduce a compulsory one-year accredited course specifically for managing inclusive education and full-service schools for school managers. The training should focus on capacitating school managers concerning statutes, regulations and guidelines that govern and influence effective implementation, management of inclusive education and sound management of resources (Finance, human, physical and material) in a manner that enhances achievement of inclusive education in full-service/inclusive school.

Equally so, an accredited one year course for teachers in full-service schools specifically for training on accommodating learner diversity, identification of barriers, support and inclusive teaching strategies with emphasis on curriculum delivery skills such as curriculum differentiation and adaptation. The content of the training course should strike a balance between theory and practice for it to be meaningful to school management and teachers at school level where the policy and strategies are tested for practicality.

5.6.2 Inclusive Education Terminologies

With regard to terminology, to enhance the school managers understanding of inclusive education concepts and be able to target them more meaningfully in full-service schools, the Ministry of Education should declare it compulsory for any literature concerning inclusive education for schools in South Africa to use inclusive education terms as recommended below

and relinquish traditional terms. The said practice is intended to eliminate confusion or misunderstandings for all stakeholders or role players involved in the implementation inclusive education.

That the use of the term 'learners with *disability*' should be permanently discarded and replaced with the concept, '*learners with barriers to learning*' the latter is a typical all-encompassing term and correspond with the notion that inclusive education responds to a wide range of barriers in the schools that are established to promote learning. Equally, the term '*category of disability'* should be permanently replaced with the concept, the '*level of learner support needs*' (high, moderate and low support needs) for learners identified with learning barriers. Finally, the DBE is advised to treat the issue of terminology as a matter of urgency to assist school managers to have a common frame of understanding in full-service schools (Engelbrecht & Green, 2009: v).

5.6.3 Stakeholder Involvement/Participation

In order to forge solid family-school relations and the principle of community response, school managers should enhance advocacy of inclusive education to the school community. They could use different platforms like the meetings of the school governing body, the outreach activities to the community and annual events such open day or celebrating different disability days with the school community and parents meetings and training them about different learning barriers plan, and advocacy of SBST activities through information boards and local newspapers or radios.

5.6.4 District Based Support Team (DBST) Support

The DBST is assigned a special task to monitor and support the school management for effective implementation of inclusive education in full-service schools. The empirical research reveals that the support role of the DBST has not met the expectations of school management and the DBE (Section 4), and to address the problem, the recommendations stated below are proposed.

5.6.4.1 Training of professional specialists (therapists, school nurses)

The DBST must have training plan for professional specialists appointed in the district to support full-service schools, whereby their support roles and scope of work will be explained in detail and in line with the Act under which they are employed that is either the Educators

Employment Act or Public Service Act. The induction of specialists by the DBST inclusive education unit is necessary to alleviate the concerns revealed in the empirical investigations that the therapist feedback is not usually clear of what should school management and teachers do to help the affected learner from curriculum access point of view. The DBST should strengthen collaborative approach and ensure that the activities of the multidisciplinary team are coordinated properly. For instance, before the feedback is sent to school management for implementation, a briefing session should be held whereby the therapists present and explain their recommendations to other members of the DBST. The national DBE should design a uniform job description for all professional specialists employed in schools or at district level to avoid discrepancies that exist currently whereby the therapists are given the leeway to decide unilaterally on the intervention approach. Moreover, the DBE should state clearly through a gazette that professional specialists working with schools should be appointed as education specialists and not as consultants (Earson & Whitbread, 2006:13). In other words, they are expected to integrate their support services to the daily teaching and learning activities in the classroom and be visible at schools to support the school management by offering advice to teachers and specific therapeutic services to learners.

5.4.6.2 Use of assistive devices and technological devices

The recommendations proposed below may assist the DBST and school managers to improve their perceptions of assistive devices.

- The DBST should organise exhibitions with prospective service providers annually to demonstrate to school management and teachers the available devices and how they can be used to assist learners to bypass the learning barriers or to access curriculum activities.
- The DBST should attend the exhibitions and acquaint themselves with the latest methods of using technology in the classroom to enhance the inclusion practices that respond to learner diversity.
- The DBST should organise workshop session to capacitate school managements and teachers on how to plan and integrate universal assistive devices like radio and television into lesson activities of a particular subject. In that way, school management will be assisting teachers to address among others systemic barriers of bigger classes that make communication between the teacher and learners difficult. The use of information and communication technologies by teachers provide augmented, alternative methods of

teaching languages, Mathematics and other subjects in order to include different learning styles and cognitive levels.

- The DBST training should provide school managers with insight and in-depth knowledge of the educational benefits associated with using assistive devices and specialized equipment to support learners with learning barriers for example:
    - Learners' senses are used optimally to improve understanding of the content, access to curriculum and improvement of performance.
    - The assistive devices result into stimulant rich classrooms that help teachers with curriculum differentiation strategies using different teaching approaches.
    - The availability of assistive devices and specialised equipment in full-service schools enhances the school readiness to support learners with barriers to function independently in some teaching situation.

If explored and used profitably, the above recommendations have the potential to strengthen the role of DBST and rebuild the teacher's confidence on the team. The rejuvenated approach of the DBST will assist the school management to improve collaborative teamwork and reduce misunderstandings or confusion that hampers innovativeness from school management and teachers needed for successful implementation of inclusive education.

5.4.6.3 Implementation of SIAS strategy

- The DBST should speed up the training of school management on the revised SIAS policy document.
- The DBST should sensitise principals, deputy principals and HoDs to the whole SIAS process. This would help them to appreciate that the process does not only involve placement or referral to special schools, but it is also meant to offer criterion for appropriate support needs of learners identified to be at risk and to guide the kind of support needed in a particular context.
- The DBE should strengthen recruitment and retention of specialists by improving their condition of service since in order to attract them to join the department of education.

5.4.6.4 System barriers

The recommendations regarding staff establishment in full-services schools is as follows:

- The weighting of learners in full-service schools by the DBE should be reviewed annually or on a continuous basis for proper determination of posts for teachers and non-teaching staff.
- The DBE should assist the management of full-service schools to sustain progress or continuity by not terminating the contracts of temporary teachers. Instead, the North West Provincial Department of Education should consider offering teachers in these schools special concessions to be appointed permanently after a probation period of one year.
- The DBE ensure that all full-service schools with more than 500 learners have a learning support teacher and teacher assistant on a full-time basis to relieve school managers and teachers of the workload pressures and to strengthen their support role.
- The post provisioning model at full-service schools should include technical support staff like ICT teacher, library teacher, music teacher, and physical education among others.

5.4.6.5 Curriculum changes

The following are recommended to improve school management control on curriculum change.

- The DBE should engage institutions of higher education to draw a compulsory module on curriculum adaptation and differentiation to train principals, deputy principals, HoDs and all teachers at full-service schools.
- The DBST should adopt a down-top approach when introducing curriculum changes by engaging teachers through all the preparatory steps before the change is actually implemented. The exercise is crucial to ensure that the teachers make their input regarding how the curriculum change can be implemented with little distraction.

5.4.6.6 Infrastructure challenges

The following are recommended for improvement:

- The DBE should promote clean and tidy learning environment in full-service schools by fitting all Foundation Phase classes with hand washing basins with running water. This is an important facility to teach basic self-help skills, universal hygiene practices and personal safety and health in support of life skill education.

  It was observed that in some full-service schools, school management has no plan for regular maintenance and school were in shabby conditions. In order to improve the situation, school management and SGB should be encouraged to utilise the 10% of section

21 budget allocation for operational costs to the fullest for doing minor renovation or maintenance in learners' toilets, classrooms (wall painting, floors, doors, ceilings and learners desk) and the school terrains to keep the school in good conditions all the time.

- Since not all full-service schools have the necessary adaptations (Section 4), the DBE should make it compulsory for all full-service schools to have sheltered walkways between different blocks of classrooms, ramps with hand-rails and adapted toilets for wheelchair users.
- The majority of full-service schools classroom are overcrowded and to improve communication in the classroom the DBE should install Frequency Modulator communication system with microphones for teachers and hand microphone for learners in all classes in full-service schools to minimise the negative impact of overcrowded classrooms, hearing deficits and enhance communication between teachers and learners.
- It is recommended that school management utilise fund-raising money and Section 21 allocations efficiently and transparently for the benefit of all parties and the budget should be used to address some institutional resource needs for learner support role. It was suggested that the SBST should be budgeted for in order to perform its roles and functions effectively. In this respect, one participant reported, "The activities of the SBST should be included in the budget of the school" (Me).

5.7 A MODEL FOR IMPROVING THE MANAGEMENT OF INCLUSIVE EDUCATION IN FULL-SERVICE SCHOOLS

Planning for learner diversity in full-service schools is feasible once the management and teachers have identified the nature and kind of learning barriers experienced by learners during curriculum delivery (DBE, 2014, DoE, 2010:9). In order to improve the role of the principals, deputy principals, HoDs and SBST in managing inclusive education in a just and fair manner to the benefit of all learners the department designed SIAS strategy as a tool to determine the intensity of the learning barriers, and the kind of support to be provided (DBE, 2014:14).

The model is intended to demonstrate how admission within SIAS protocol can assist school managers to solicit effectively information about individual learner's specific education needs in a way both learners right to privacy and their right to access education equally with their peers in the same school is enshrined (Matthews, 2009:230). The management model will also

help school managers to address challenges that hinder the effective implementation of inclusive education in full-service schools.

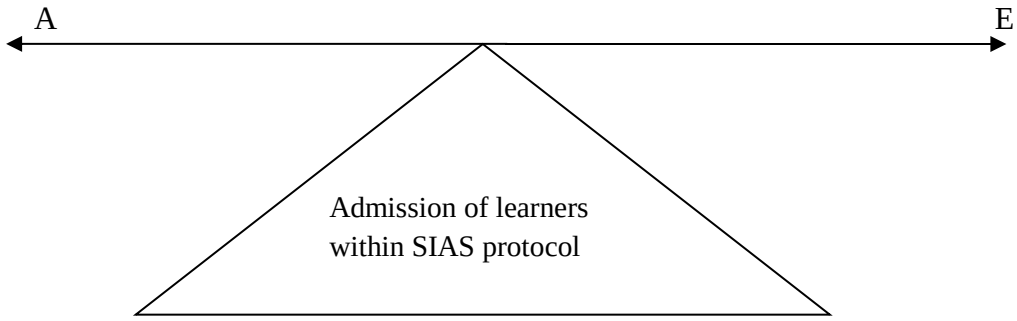

Figure 5.1: Management model using admission within SIAS protocol for full inclusion

The management model is illustrated with two ends pulling outward on a triangle to represent a typical seesaw play-equipment. Symbol A represents admission stage and E exit stage. The illustration is figurative in the sense that when things are not done accurately at stage A the seesaw will topple up, meaning more problems for the teachers, school managers and for learners schooling will be nightmare for him/her until at the exit age. The model intends to illustrate that failure to do screening intensively during admission stage left many school managers make it difficult for school managers to manage inclusive education successfully in full-service schools. If this challenge is not addressed adequately, the situation may result into exclusion practices against the learners such as inappropriate intervention strategies, poor quality of support, poor resource utilisation, prejudice and infringement of learners' rights, to participate freely and access to equal education opportunities in a full-service school. On the other hand, if admission is done completely within SIAS protocol during admission, the school managers and teachers are in better position to manage the specific education needs of all learners with quality support and education until the exit stage.

- Primary sources: The protocol requires school management and SBST to conduct basic screening of learners' background information from the health charts for school beginners, academic reports of learners from other schools and cumulative profile supplied by the department to identify learners at risk in a fair and non-discriminating manner.
- Parental involvement at initial stages: Parents are very important stakeholders in SIAS. They provide teachers and managers with the background of the learners to complete his/her profile and found their specific learning needs at an earlier stage.

- Inclusive curriculum management: The protocol allows school management and teachers to make the necessary adaptations as per inclusive education policy imperatives in classroom, curriculum, environment and furniture before the learners enter the classrooms.
- Institutional resources for inclusive education: For additional support, some learners may need material resources such assistive devices or multimedia to access curriculum and improve independent functioning. The protocol gives school management ample time to request, organise and acquire institutional resources (finances, material resources, personnel) in time from the DBST and Provincial DBE.
- Teacher development for inclusion: Learners with barriers have specific learning needs and therefore teachers who work with them should be pedagogically sound and need on-going support from the school management. The protocol gives the management time to budget, plan and organise in-service training or induction of class for all teachers.
- Barrier of negative attitude from the school community: (DBE, 2010:17). The school community, which includes learners who are regarded normal, should be taught about diversity on regular basis. The exercise is essential to eliminate the barrier of negative attitude towards learners with barriers or disability in the school. The protocol allows school management to organise advocacy to learners and teachers of the school, parents of others and neighbouring schools through school letters, meetings etc.
- As envisioned, the management model is adopted and applied consistently the following advantages will be realised: strengthen the control, sound decision-making, appropriate and effective support and improvement on addressing factors that hinders implementation of inclusive education. The proposed management model is capable of yielding positive results owing to the following reason(s): 1. Registration of learners in North West schools start on 01 May until October each year. After this period, only exceptional cases will be attended to until end of January of the new academic year. 2. Under normal circumstances, only a small number about 10% of the total learners enrolled in a particular full-service school may experience barriers to learning and need additional support.
- Consequentially, in a case where admission is not done within SIAS protocol or is bypassed by school management, the challenges that hinder effective implementation of inclusive education will continue to suffocate the school managers' role and the education goal of inclusive education.

5.8 LIMITATIONS OF THE STUDY

The choice of five full-service schools to participate in the study resulted into a large sample of participants. The researcher believes that a large sample of participants might have led the researcher to go astray and include issues that were not relevant to the problem statement and research questions, unlike if the research was restricted to may be two schools only. The study in these two schools may be extensive and more information in relation to the main research question could have been explored.

5.9 RECOMMENDATIONS FOR FURTHER RESEARCH

The following strategic issues aligned to provision of inclusive education in full-service schools ensued during the empirical research and literature review; the researcher believes they are important aspects that can influence the successful management of inclusive education in full-service schools that could not be attended to adequately.

- A study on the role of Learning support/remedial teachers in full-service schools.
- The role of special schools in supporting school management of full-service schools.

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APPENDICES

APPENDIX A: REQUEST PERMISSION TO CONDUCT RESEARCH

UNISA university of south africa

DEPARTMENT OF EDUCATION

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT FULL-SERVICE SCHOOLS IN DR RUTH .S. MOMPATI DISTRICT, NORTH WEST PROVINCE

Date: 30 OCTOBER 2014

Mr GP Valtyn(act District Director)
Dr Ruth S Mompati District office
053 928 7502
gvaltyn@nwpg.gov.za
Dear Mr Valtyn

I, Boitumelo Matlhodi working in the division inclusive education. I am studying M.Ed in education management (**Dissertation**) with the University of South Africa. My **supervisor is Dr Mapheleba Lekhetho**. We would like full-service schools to participate in a study titled: **The impact of school management on the provisioning of inclusive education at Full service schools in Dr Ruth Mompati District, North West province.**

The aim of the study is to investigate the role of school management on the provisioning of inclusive education and identify factors which inhibit effective implementation. The study is intended to commence on January 2015.

Participation will be on voluntary basis and information will be strictly confidential. Feedback will be given to participants after completion of study and will be availed to the department upon request.

Yours sincerely

B.W MATLHODI-**Researcher**

Student Number: 3009-566-2.

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Education and Sport Development

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Lefapha la Thuto le Tihabololo ya Metshameko
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DR RUTH SEGOMOTSI MOMPATI DISTRICT
OFFICE OF THE DISTRICT DIRECTOR

TO: Mr. B. Matlhoo
SES Inclusive Education

FROM: Rev M.A. Morake
Acting District Director

Date: 02 September 2015

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: THE IMPACT OF SCHOOL MANAGEMENT ON THE PROVISIONING OF INCLUSIVE IN DR RUTH S MOMPATI DISTRICT NORTH WEST PROVINCE – UNIVERSITY OF SOUTH AFRICA.

Your letter dated 01 September 2015 was studied and the contents thereof noted.

Kindly be informed that permission is granted as requested. You are advised to take the following into consideration:

- That you notify the relevant Area Offices and Schools about your request and this subsequent letter of approval
- That the documentation accessed will be used only for research purpose, and will not be used to determine or compromise any state organ
- That participation in this project will be voluntary
- That as far as possible, the general office functionality will not be affected.
- That the findings of this research will be made available to the Education Department upon request.

Regards

Morake MA
(Acting District Director)

APPENDIX B

APPENDIX B: FOCUS INTERVIEW SCHEDULE FOR HEAD OF DEPARTMENTS

FOCUS INTERVIEW SCHEDULE FOR HEAD OF DEPARMENTS

1. What is your understanding of a full service/inclusive school?
2. Which policy documents govern the implementation of inclusive education in full service schools?
3. What are the core duties or roles of Head of Department to ensure inclusive teaching and learning takes place in your grades/classroom and lessons?
4. What is your understanding of curriculum adaptation for inclusion of learners with barriers to learning and development?
5. What is differentiated assessment of learning?

5.1 Why is differentiated assessment of learning essential in the subjects you are teaching?

6.What are the challenges that you think delays the effective/successful implementation of inclusive education in your school/?

7. What support do you think is still need to assist you to implement inclusive education successfully in your school?

APPENDIX B: INTERVIEW SCHEDULE FOR PRINCIPALS AND DEPUTY PRINCIPALS

1 What is your understanding of Inclusive Education?

2 Which policies endorse the provisioning of Inclusive Education in full-service schools?

2.1 Why should the school management be knowledgeable or conversant with such policies?

---

3 Name the guiding values and principles of Inclusive Education which the school management should always keep in mind.

---

4 What do you think is your role in the provisioning of Inclusive Education in your school.

---

5. Which systems are in place to manage resources (Human, finance, material) provided to advance the provisioning of Inclusive Education in your school as prescribed by policy?

---

6. How do you ensure that the resources have the desired impact on the provisioning of Inclusive Education? Eg Financial resource

---

7. How and when are learners admitted into your school each year? Provide details.

8. What strategies do you implement to ensure that all stakeholders or members of your school community are involved in the provisioning of Inclusive Education?

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9. What are your challenges which adversely affect the effective implementation of Inclusive Education in your school?

10 What do you think should be done to support the principals in their journey to implement Inclusive Education in their respective schools?

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APPENDIX : K

OBSERVATION PROTOCOL

1. How school management or staff practice inclusive education policy in their daily execution of their duties, as required by White paper 6, Guidelines for full service schools.

Enrolment = 1460. (41 teachers)

No of classroom : 27 on site
03 class outside (Grade 1

2. Are the principles of inclusive education which serve as the cornerstone of inclusive education observed by all stakeholders?

YES, Teachers show respect to Learners and speaks to them in a Firm but polite tone

3. Classroom climate: is it conducive for both learners with or without barriers? : Grade 2.

- YES, Enough ventilation due to open windows
- Learners feel relaxed and participate freely in the class activities. Teaching approach learner centred. Learners motivated

4. The management, teachers and school community: what is the level of rapport to learners with barriers in the classroom and on the school terrain?

- Highly motivated teachers, this manifested by level of learner discipline, this promote effective teaching and learning.
- Effective classroom management

5. Which assistive technological devices are available (low tech or high tech), statuses of their condition (damaged, sealed and packed etc)

5.1 Overhead projector and Screen projector in good working condition

6. How do the teachers utilise them to support children with barriers to learning to access curriculum?

Large class (51 learners)

6.1 To minimise systemic barriers: A Visual prompts, to improve vision from all corners of a class.

6.2 For differentiation of lesson activity: to a certain group to accomodate level of learners

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7. Are the school building and environment adapted for easy access?

YES, There are hand-rails, ramps, sheltered walkway, and Access control

8. How depth does the school policies take forward the provisioning of inclusive education? (Vision Mission, admission policy, diversity, finance policy, gender, sport policy etc).

SEE Copy

9. The general attitudes, behaviour and actions of management and staff regarding inclusive education and inclusion?

9.1 Enthusiastic, energetic, welcoming and friendly personal to learners, parents, general workers and visitors

10. The alignment of whole school development plans to quality education and support to all learners (with or without disability).

11. Evidence of Inclusive management strategies whereby the management involve all stakeholders in planning, organising and decision-making process?

MINUTES OF S.B.S.T meeting were in the file with Agenda, Register.

12. Evidence of curriculum adaptation (application of inclusive teaching and learning strategies) to ensure access to curriculum by all learners.

12. Use of assistive technological device in classes for teaching and learning activities

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APPENDIX C: FOCUS INTERVIEW SCHEDULE FOR SCHOOL BASED SUPPORT TEAM

What is your understanding of what is Inclusive Education?

Which policies support the implementation of Inclusive Education in designated full-service schools?

What is your understanding of a "full-service/inclusive schools"?

What are the core duties of the SBST in the provisioning of Inclusive Education?

Why should the SBST consist of different personnel (teachers, support staff, specialist staff, HoDs, SAPS, Sgbetc)?

Which other implementing institutions should you work in collaboration with to enhance support service to learners with barriers to learning?

What is your understanding of SIAS strategy?

Briefly explain how you implement it in your school?

Is your team involved in the admission process, if so at what stage are you involved?

What challenges do you experience that negatively affect your support role as the SBST?

APPENDIX D: RESEARCH ETHICS

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COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE

15 July 2015

Ref #:2015/07/15/30095662/39/MC
Student#. Mr BW Mathodi
Student Number #: 30095662

Dear Mr BW Mathodi

Decision: Ethics Approval

Researcher
Mr BW Mathodi
Tel: +2753 926 7500
Bbmathodi@nwpg.gov.za

Supervisor
Prof. M Lekhetho
College of Education
Department of Educational Leadership and Management
Tel: +2712 429 3781
lekhem@unisa.ac.za

Proposal: The impact of school management on the provision of inclusive education at full service schools in North West Province

Qualification: M Ed in Education Management

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for 2 years.

For full approval: *The application/ resubmitted documentation was reviewed in compliance with the Unisa Policy on Research Ethics by the College of Education Research Ethics Review Committee on 15 July 2015.*

The proposed research may now commence with the proviso that:

1) *The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*
2) *Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee.*

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APPENDIX E: INFORMED CONSENT FORM – TEACHERS

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CONSENT FORM- TEACHERS

I have read the information presented in the information letter about the study management in education. I have had the opportunity to ask any questions related to this study, and had received satisfactory answers to my questions. I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses.

I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

I, Colleen Hazel Ludick hereby give my informed consent to participate in the above mentioned research project.

Date: 15.09.2015

Participants signature : Ludick

Researcher Name: Boitumelo .W. Matlhodi

Contacts: 053 928 7549 Cell: 076 735 8966 Email: bmatlhodi@nwpg.gov.za

Researcher Signature: Matlhodi

Date: 15/9/2015

SUPERVISOR: Prof M. Lekhetho

Contacts: 012 429 3781 Cell 079 744 8090 Email: Lekhem@unisa.ac.za

27 years
Grade 6-7

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APPENDIX F: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT PRIMARY – PRINCIPALS

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Request for permission to conduct research at primary school – PRINCIPALS

TITLE: the impact of school management on the provisioning of inclusive education at full-service schools in Dr Ruth S Mompati District in North West Province

Dear Principal

My name is Boitumelo Matlhodi and I am studying a Masters degree at UNISA. My supervisor is **Prof Mapheleba Lekhetho** . We are inviting you and your teachers to participate in a study entitled as shown above.

The aim of the study is to determine the impact of schools management in the provisioning of inclusive education, and also to identify factors that inhibit effective implementation and how they can be addressed. Permission for the study has been given by the Department of Education and the Ethics committee of the College of Education, UNISA (See attached approval letters).

Your institution has been selected because it has more than 3yrs designated as full service school and the researcher is convinced is an information rich site. The study will entail the interviews (individual and focus group), the principals and deputies will do individual interviews while HODs, Teachers and institutional level support team will do focus group interview.

May you please note that the proceedings will be audio recorded and photos taken during non-participant observation, the anonymity and confidentiality will be observed by: Faces of participants will be avoided or slashed black, logos or school names will not be photographed and for recordings no names of personnel or school will be used but only codes.

If you accept to be involved as a participant of my research, then you will be required to sign the attached Informed Consent Form. The benefits of this study are both personal and professional development related and the outcome might highlight clearly the impact of school management in the provisioning of inclusive education, and possibly provide remedial strategies to address implementation challenges faced by school management.

All information will be handled confidentially. Only my supervisor will be provided with access to any of the information obtained from data collection tools.

Yours sincerely,

Boitumelo Matlhodi (Researcher)

CONTACTS: 053 9287549/ 076 735 8966

Email: bmatlhodi@nwpg.gov.za

Supervisor: Prof M. Lekhetho

012 429 3781/079 744 8090

e-mail: lekhem@unisa.ac.za

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APPENDIX I: INVITATION TO PARTICIPATE IN RESEARCH

UNISA

INVITATION TO PARTICIPATE IN RESEARCH

TITLE: The impact of school management on the provisioning of inclusive education at full-service schools in Dr Ruth S Mompati District, North West Province

Dear Sir/Madam

This letter is an invitation to participate in a study I, Boitumelo Matlhodi, am conducting as part of my research as a master's, student at UNISA for the title shown above. Permission for the study has been given by the department of education and the ethics committee of the College of Education. I have purposefully identified you as a possible participant, because your valuable experience and expertise are related to my research topic and you have been working at a full service school; that is designated with the responsibility for more than three years.

The important role of broader school management in the provisioning of inclusive education is substantial. Your views and opinions can be used to improve the impact of school management and of the provisioning of inclusive education in our schools. Your involvement would entail interviews of approximately 30-60 minutes at your school or mutually agreed location at a time convenient to you (individual or focus group). There will be no financial implications or remuneration for the participants. Your participation is voluntary and withdrawal is permitted without any penalty.

With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. In addition for observation pictures will be taken and to ensure anonymity and confidentiality of participants, faces of participants, logos will be avoided or slashed black; no names of participants will be used but only codes. Shortly after the transcription, I will send a copy to you for verification of facts from our conversation. If you agree to participate, you will be required to sign the attached Informed Consent Form.

All information will be handled confidentially and only my supervisor will have access to any of the information obtained. In case of queries you can contact me or my supervisor from contacts indicated below.

.....

B. MATLHODI (Researcher)

Contacts: 053 9287549/ 076 735 8966 Email: bmatlhodi@nwpg.gov.za

Supervisor: Prof M. Lekhema

Contacts- 012 429 3781 Cell: 079 744 8090 Lekhem@nwpg.gov.za

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APPENDIX J: EDITING CERTIFICATE

EDITING AND PROOFREADING CERTIFICATE

7542 Galangal Street

Lotus Gardens

Pretoria

0008

26 February 2019

TO WHOM IT MAY CONCERN

This certificate serves to confirm that I have edited and proofread Mr BW Matlhodi's dissertation entitled, **"THE IMPACT OF SCHOOL MANAGEMENT ON INCLUSIVE EDUCATION PROVISION IN FULL-SERVICE SCHOOLS IN NORTH WEST PROVINCE"**.

I found the work easy and intriguing to read. Much of my editing basically dealt with obstructionist technical aspects of language, which could have otherwise compromised smooth reading as well as the sense of the information being conveyed. I hope that the work will be found to be of an acceptable standard. I am a member of Professional Editors' Guild.

Hereunder are my particulars:

Jack Chokwe (Mr)

Contact numbers: 072 214 5489

jackchokwe@gmail.com

Professional EDITORS' Guild